



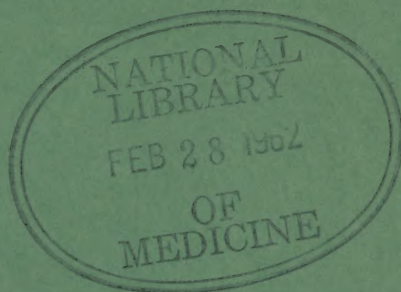


12 11 773
4589

HEALTHFUL LIVING SERIES

BULLETIN NO. 1

HEALTHFUL LIVING THROUGH
THE SCHOOL DAY
AND IN
HOME AND COMMUNITY



New Mexico.

STATE DEPARTMENT OF PUBLIC HEALTH
SANTA FE, NEW MEXICO

HEALTHFUL LIVING SERIES

BULLETIN NO. 1

HEALTHFUL LIVING THROUGH
THE SCHOOL DAY
AND IN
HOME AND COMMUNITY

BY

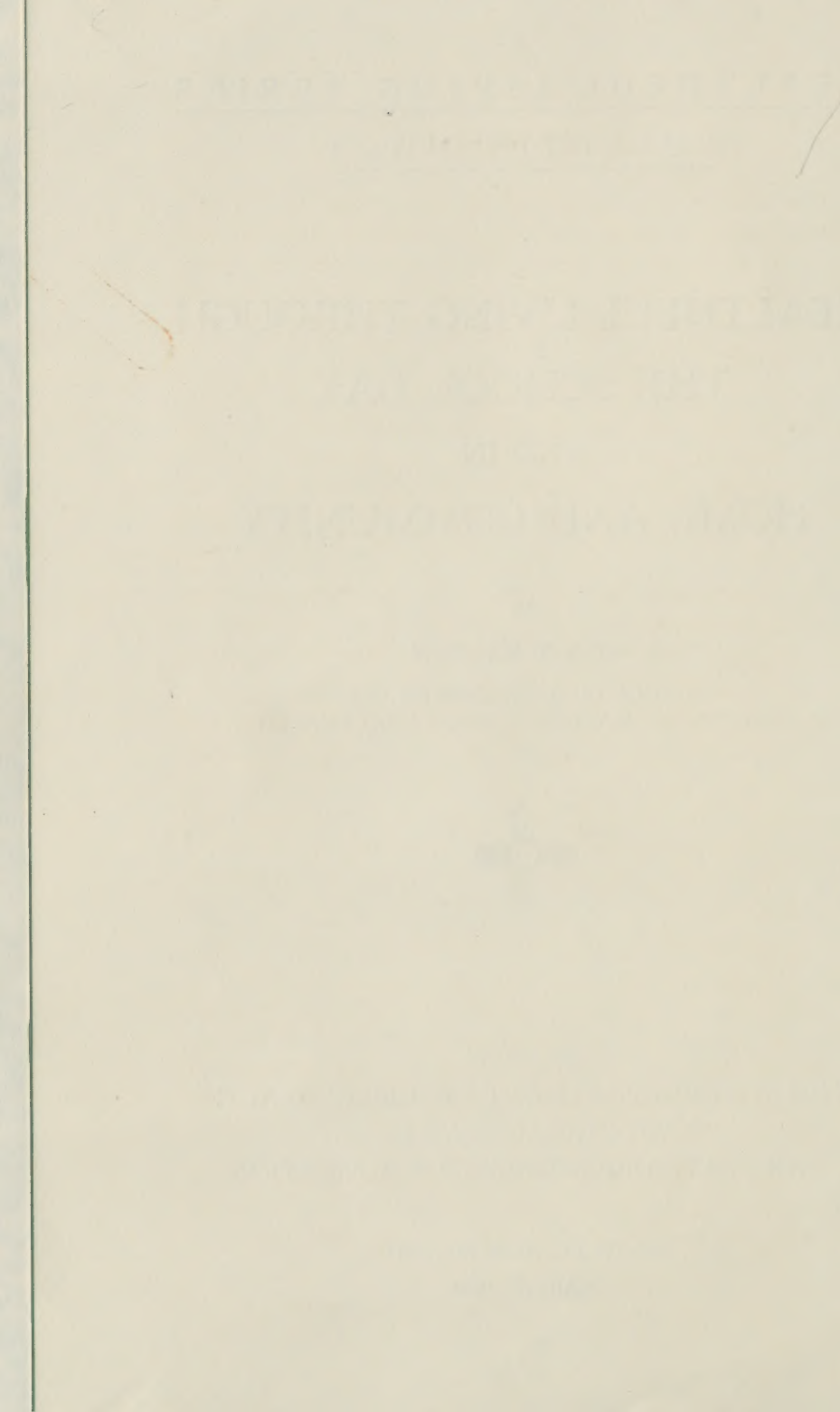
NINA B. LAMKIN

SCHOOL HEALTH CONSULTANT
DIVISION OF MATERNAL AND CHILD HEALTH



ISSUED BY
THE STATE DEPARTMENT OF PUBLIC HEALTH
WITH THE APPROVAL OF
THE STATE DEPARTMENT OF EDUCATION

SANTA FE, NEW MEXICO
MARCH—1939



FOREWORD

We believe that healthful living means the understanding and the daily practice of desirable ways of living, in a good environment. We believe that the goals to be reached should be optimum health, achievement, and happiness for the individual child, the teacher, and the parents in the home.

We have been studying with you the health education needs and interests in schools, homes and communities in different parts of the state. The results thus far in the fourteen counties we have contacted have given us 1900 questions and problems from school administrators and teachers.

The reason for this bulletin is to give help on about 500 of these questions and problems. It is addressed to both teachers and pupils. It emphasizes teacher-pupil planning in the solution of any of the problems.

Your textbook in health education together with the information gathered through individual and group activities will give you added source material and other information. The classified bibliographies in this book will give you an opportunity to enlarge and enrich your school library and your reading table materials for reference and research.

You will find many of the health problems in your school through (1) checking the physical environment by the chart, "Status of School Sanitation," State Department of Health; (2) studying the physical status, and the responses of boys and girls in school, on the playground, in home and community; (3) knowing the parents through friendly contacts.

You will help to teach boys and girls healthful living through developing with them, in co-operation with the home and community, and in the order of their need and

interest, the problems suggested in this bulletin, and others which you will discover in your school.

Will you keep a record of the activities which your groups engage in while developing any one of these problems? This bulletin will be revised later and will include as far as possible the actual teacher-pupil activities which helped you to solve your problems in healthful living.

The School Health Consultant.

C O N T E N T S

Foreword	1- 2
I— Preparing for the School Day	7-13
A—Sleeping the Night Before	7- 8
B—Getting Up On Time and Preparing for the Day.....	8-10
C—Dressing for the Weather	10
D—Eating a Good Breakfast	11-12
E—Getting Lunch Ready to Take to School	12-13
II— Going to School Safely and Happily	13-16
A—Leaving Home in Happy Mood	13-14
B—Walking On the Highway	14
C—Getting On and Off the Bus	14-15
D—Being Courteous in Public Places	15-16
E—Bicycling With Safety	16
III— Arriving Safely at School	16-19
A—Is the Building Open and Are the Teachers Present?	16-17
B—Coming to School Clean	17-18
C—Putting Away the Lunches	18
D—Enjoying Play	18-19
IV— Using the School Building	19-26
A—Having a Clean, Safe Place in Which to Spend the Day	19-20
B—Entering the School Safely as a Group	20-21
C—Arranging Seats and Shades in Reference to Morning Light	21-22
D—Keeping the Room at the Proper Temperature	22-23
E—Having an Attractive Room	23
F—Having a Well-Balanced Body	24
G—Keeping in Trim	25-26
V— Having the Necessary Facilities and Using Them in the Right Way	26-32
A—Having Safe Water	26
B—Having Individual Drinking Cups and Keeping Clean	27
C—Using the Drinking Fountain Properly	27-28
D—Drinking Enough Water Through the Day	28
E—Having Handwashing Equipment and Using It	28-30
F—Having Sanitary Outdoor Toilets and Using Them Properly	30
G—Using Indoor Toilets Properly	31
H—Having a Retiring Room if Possible	31
I—When a Child Is Ill	31
J—Having Regular Rest Periods	32

VI— Using the Playground	Your Long Recess	32-33
A—Having the Grounds Ready to Use		32
B—Supervising the Playground		33
VII— Learning About Foods		33-39
A—Considering the Kinds of Food the Children in Your Community Have at Home and Can Bring To School		33
B—Learning What the Different Groups of Foods Do for Us		33-36
C—Choosing Food From Roadside Markets		36
D—Choosing Food From the Small Grocery Store		36
E—Knowing One's Weight and Wanting to Grow		36-37
F—Having a Hot Dish For Lunch		38
G—A Daily Food Calendar		39
VIII— Using the Noon Hour		39-40
IX— Keeping Well and Helping to Prevent and to Con- trol Communicable Disease		40-46
Keeping Well at Home, At School and in the Community		40
1—To keep from having a cold		40-41
2—To report first signs of colds to parents and teachers		41
3—To report at school any illness in the family.....		41-42
4—To drink only safe water and safe milk		42
5—To help eliminate fly breeding places and to eliminate flies		42
6—To help destroy any mosquito breeding places in the community		42
7—To wash any dishes used by ill persons		42
8—To use individual drinking cups and keep them clean		42
9—To have fly-proof toilets and keep them clean		42
10—To use indoor and outdoor toilets in the right way		42
11—To use the drinking fountain properly		42
12—To carry clean handkerchiefs, or a clean cloth, and cover coughs and sneezes		43
13—To cooperate with parents, doctor and nurse in being immunized		43
14—To keep hands away from nose and mouth		43
15—To avoid kissing the baby or anyone on the mouth		43
16—To wash hands before handling food, after visiting the toilet and at other times after handling objects		44

17—To avoid exchanging food, pencils or drinking cups with others	44
18—To help by being ready for morning inspection	44
19—To know that when one is ill	44
20—To know ways to prevent tuberculosis and facts about it	44
21—To control exposure to venereal disease in the home	44-45
22—To control the spread of impetigo, scabies and pediculosis	45-46

BIBLIOGRAPHY

Alcohol—Tobacco—Narcotics—Patent Medicines	47
Cleanliness	47-48
Clothing	48
Eyes and Sight	48-49
First Aid	49-50
Food and Lunches	50-52
Growing	52
Hair and Skin	52
Healthful Living	52-53
Hearing	53-54
Mental and Social Health	54-55
Play—Recreation—Physical Education—Hobbies— Holiday Programs	55-56
Posture and Shoes	56-57
Prevention of Communicable Disease	57-58
Safety	58-59
Sleep	59
Speech	59
The Teachers' Health	59-60
Teaching Health Education	60
Teeth	60-61
Books for Younger Boys and Girls	61-62
Books for Older Boys and Girls	62-63
Sources for Posters and Charts	63-64
Address of Publishers, Commercial Firms and Magazines.....	65-68
A Sampling of Questions on Which This Bulletin is Based	69-71

Healthful Living Through the School Day and in Home and Community

I—PREPARING FOR THE SCHOOL DAY

A. *Sleeping the Night Before:* Plenty of fresh, cool air at night helps one to sleep well. Have the windows open but not so as to cause a draft on the sleeper. It is right to remove all of your day clothing, take a bath and put on loose night clothing. This helps to keep the heat of the body right and makes one comfortable because the air next to the body is kept moving.

If you sleep alone in a clean bed, with covers that are warm but light in weight, and a small comfortable pillow, your rest should help you to grow, to keep well, and to be ready for work and play in the morning. Those of you who are 6 and 7 years old need about 12 hours of sleep each night; 8 to 9 year olds need about 11 hours, and most of those who are 10 and 11 need from 10 to 11 hours of sleep; some need more than this.

During your teens you are growing rapidly, both taller and heavier. There are many changes taking place in your body. You need large amounts of well-chosen food, 10 to 12 hours of sleep, and plenty of fresh air and exercise. If you live where there are mosquitoes, try to have screens or a piece of mosquito netting to put over you because the bites of some kinds of mosquitoes carry certain diseases such as malaria and yellow fever.

Do you know why you need sleep? It is during sleep that the body removes waste products from the tissues, and repairs and replaces muscle cells which have become impaired through the activity of your day. Sleep also helps to keep the nervous system in good working order.

Do you know why you get tired? Because of an accumulation of a waste product known as lactic acid in the muscles. Ordinarily the blood brings enough oxygen to the muscles to rid them of this waste product but if you do too much activity and the blood cannot bring oxygen

fast enough to the muscles, then you become very weary and finally the muscles refuse to work for you. This means that you have overworked and must rest and give the body a chance to balance its forces again.

Suggestions: At what time did you get up this morning?

Did you have time to get ready for the school day?

How much sleep do you need a your age?

At what time would you need to go to bed in order to get enough sleep for your age?

How much time do you need to allow for dressing and for breakfast?

Did you have enough sleep last night?

How can you plan to improve your sleeping habits?

Can you explain wholesome fatigue? Unwholesome fatigue?

Persons are sometimes called lazy when they are ill, or have not had enough sleep. How would you explain this?

Sleep is needed for good appearance, feeling fit, good school work, good athletic work, enjoyment of life.

Do you agree with this statement? Why do you agree?

Is there anything that can take the place of sleep?

Are accidents ever caused by lack of sleep? Explain.

Discuss your sleep and your efficiency.

After having improved your sleep practices do you see any difference in your feelings? Your power for work?

Can the parents be invited to school and discuss with you good sleeping habits?

B. Getting Up On Time and Preparing for the Day:

If you have had enough sleep, then you are ready to get up on time in the morning. It is a good plan to drink one or two glasses of water (this assumes that the water is safe to drink) the first thing you do. After this is done,

attend to elimination. Make this a regular habit before you go to school. It is most important in order to help you keep well. You should have at least one bowel movement each day, preferably in the morning. You should not need to take medicine for this; regular exercise, drinking at least 4 to 6 glasses of water daily and eating green vegetables, fruits and whole-wheat bread and cereals will help to prevent constipation. Wash your face and hands, clean your teeth, brush your hair, brush your shoes, clean your fingernails, and dress neatly in clean clothes. You are ready for breakfast except that you will need to wash your hands again before handling food.

Check yourself and your clothing before you dress. Is your underwear clean? Are your stockings clean? Is your body clean? Are your clothes brushed and clean? Did you hang them up last night when you retired, so that they would not be wrinkled today? Check yourself before you start to school. Sometimes it helps to have your morning duties written on a card and placed in the corner of your looking glass as a reminder.

Why is it important to be clean? There are two chief reasons. One is that it helps us to keep well. Most of us are constantly exposed to harmful bacteria in water, food, air, or on things we touch. Most of the germs, however, do not injure us because the body is able to protect itself against them. Most of the germs, or bacteria, that make us sick have entered the body through the mouth, or nose. This is the reason why it is a sensible thing to wash the hands before handling food, after going to the toilet, and at other times when one has been handling objects, or shaking hands with people. The other reason for being clean is a social one. Being clean gives you confidence, helps you to make friends, helps you to take your place in the community, and helps you in seeking a job. Being well-groomed is a very great asset to anyone wherever he is.

Suggestions: Take an inventory of yourself and decide what practices in "Preparing for the Day" you could improve.

Make a note of these and go to work on a plan which will be helpful to you in this situation.

Look at people you meet and see if you approve of their preparation for the day.

Discuss good grooming and efficiency.

How can the teacher, the parents and the boys and girls in your community cooperate to help in preparing for the school day?

C. Dressing for the Weather: What kind of a day is it? How will you dress to go out of doors? Do you want to keep dry and cool, or dry and warm? You wear clothing to keep warm in cool weather and cool in warm weather. Certain kinds of clothing, as fur and woolen garments help the body to keep enough of its heat so that one can be comfortable in cold weather. That is because they are poor conductors of heat and allow heat to pass through them slowly. Cotton and linen allow heat to pass through them quickly. This is why they are used for summer clothing. We should allow the sun to get to our bodies as much as possible in summer. This is why children wear sun suits and take sun baths in summer. You may dress too warmly and perspire, for this is one way that the body gets rid of extra heat. You remove extra clothing as outside coats, sweaters and rubbers when you come indoors so that any perspiration may evaporate and the air may more easily get to your body. This often avoids chilling the body and helps to keep you well. (Removing extra clothing assumes that the schoolroom is at least 68-70 degrees; one should not remove wraps and freeze.) If it is a rainy day, you will need rubbers or very heavy shoes, warm clothing, and if possible an umbrella.

Suggestions: Check yourself and the way you dress for certain kinds of weather and decide whether or not you can improve your practices of dressing for the weather.

Try out different kinds of cloth by holding it on the radiator or the stovepipe and find out whether or not some are better conductors of heat than others.

Decide together to remove wraps and extra clothing in the schoolroom as one way of keeping well. Keep a list of those who are not ill all winter and so do not miss school days.

Keep a list of any of those who have colds this term and see if colds can be reduced next term.

D. *Eating a Good Breakfast:* Everyone needs to eat a good breakfast in order to have power and energy for the day's work. In a study made of pupils who were examined and who had about the same health status but half of whom did not eat breakfast, it was found that those who ate a good breakfast each morning did the better school work and made better records in their athletics. Those who did not usually eat breakfast, after having a good one each morning for several weeks, scored higher in their work and in their athletics. They had more energy for the day's activity. Not only does one need to have breakfast but one needs to sit down at table and take time to eat the breakfast.

What do you have for breakfast? What is a good breakfast? Discuss kinds of food which you can have for breakfast where you live. Here are a few suggestions: orange or tomato juice, cereal with safe milk, and whole-wheat toast, with milk to drink. Apples and dried fruits are also good, and an egg several times a week. A breakfast of this kind gives you proteins for building body tissues, energy foods, calcium for strong teeth and vitamins for body regulators and protective foods. This is a good beginning for the day. In a recent study in New Mexico it was shown that boys and girls as well as adults need to use more milk and dairy products.

Suggestions: Find out all that you can about foods suggested for breakfast.

Make a list of the vegetables and fruits grown in your county.

Invite parents to school to help you discuss different kinds of breakfasts.

Can you arrange an exhibit which shows good foods for breakfast in your county?

Find out how many cereals there are, especially the dark ones as these are more nourishing than the white ones.

Bring samples of grains to school as corn, wheat, oats, rye, barley and rice.

Take some of the grain seeds apart and find the germ or "growing" part.

How do you cook cereals at home? A cup of boiling water and $\frac{1}{4}$ cup of cereal with a little salt is

one good recipe. Cover and allow to cook 5 to 8 minutes. Some people like to add raisins to the cereal.

If you have a coffee grinder you can take wheat grains, for example, and grind them up and make some cereal ready to cook.

Invite the parents to help in working out these plans. Discuss how you can improve your breakfast habits.

E. Getting Lunch Ready to Take to School: If you carry your lunch to school perhaps you can help to get it ready. Have clean hands before you handle food and plan for as good a lunch as possible. Perhaps you will bring sandwiches, fruit and cookies, with a small jar of milk. Perhaps you will bring tortillas and some fresh fruit and milk. The milk, if possible, should be pasteurized, evaporated or powdered. Evaporated and powdered milk can be purchased at the grocery store. This milk is not only good to drink when mixed with certain amounts of water but is also good for making soups, gravy and custards. If the milk is not any of these kinds, then it should be boiled for drinking, or made into cocoa which is boiled. Because milk is one of the most important foods for growing boys and girls, it is necessary that it be safe. Epidemics of scarlet fever, diphtheria, septic sore throat, typhoid fever and dysentery have been traced to milk when proper precautions for cleanliness had not been observed. Cows should be regularly tested for tuberculosis, a disease which may be spread through milk from diseased cows. One reason why milk is such a valuable food is that the mineral in it known as calcium is the one which is necessary if a person would have strong bones and teeth. You can get more calcium in milk than in any other one food. It contains as well other necessary food products.

Suggestions: What do you bring for lunch?

Would you like to discuss different kinds of lunches?

Would you like to plan to bring a different kind of lunch?

Do you have a hot dish for lunch? There are boys and girls in all grades in certain schools in New Mexico who have one hot dish for lunch. A hot

lunch is more easily digested than a cold one and so should help you to be more alert for the afternoon. The soup, vegetables or cocoa make your lunch much more nourishing than the usual cold lunch.

Can your group have a hot soup for lunch made from vegetables brought from home? A different committee could have this in charge each day. Small jars of cooked vegetables brought from home may be heated for lunch by placing them on a wire rack in hot water. Unscrew the tops first.

Sandwiches and fruit are good foods to eat with the soup and vegetables.

If you buy bread, save the wax papers to wrap the lunch which you bring from home. This helps to keep the food in good condition. A basket or a tin lunch box are good containers for your lunch. These can be washed often and dried in the sun.

Perhaps you will want to demonstrate putting up a lunch, wrapping it, etc., using foods which the members of the group bring.

If you do not have fruit to bring then add a carrot or a piece of turnip to your lunch.

You may want to make sandwiches some day to show different kinds of fillings as: cheese, jelly, minced meat, chopped eggs, or chopped nuts, green pepper and cabbage, or other vegetables.

You might make the sandwiches, invite the parents to a party and serve the sandwiches with cocoa.

Later on, the parents may entertain the boys and girls.

See "Learning About Foods", p. 33; and "Having a Hot Dish for Lunch", p. 38.

II—GOING TO SCHOOL SAFELY AND HAPPILY

A. Leaving Home in Happy Mood: It helps you through the whole day if you have had time to get ready for school without hurrying. It helps too if you have all of your school things gathered up and ready the night before so that you do not get fussy before leaving for school. A happy good-bye to those at home helps and makes one

feel better for the whole day. Plan to give yourself time to get to school without hurrying.

Suggestions: Check yourself on these home practices and decide whether or not you can improve them.

Talk this over with your parents; they will be glad to call you earlier or help in any way they can.

B. *Walking On the Highway:* There are right ways of using the highways. If you are on a country road with no sidewalks, take the left side of the road and then you can see whatever is coming towards you. The highways belong to your community, you are a part of the community and you want to show your community spirit by being a good citizen. This means going safely to school, protecting yourself and others. It means not throwing stones which may injure someone; and not hitching on cars, wagons or trucks for your own and others' safety. It means never throwing a peeling or other debris on the walk or road. People often slip on these and injure themselves. It means being a good sportsman on the way to school.

Suggestions: Make a survey of your own neighborhood. Is it a safe place to be? What are the hazards? Can you do anything to make it safer for people who pass that way?

Survey the road which you travel to school. Are there dangerous places along the road? What makes them so? Can you do anything to make the road safer?

Make your own decisions about the highway and safety. Decide what you can do as individuals and as a group to improve safety measures in your neighborhood and on the way to school.

C. *Getting On and Off the Bus:* If you go to school on the bus, practice right ways of entering and leaving it. This helps to make bus riding safe for you and others. Always wait until the bus has stopped. Always step on the bus first with the foot farthest away from the front. This keeps your body toward the front instead of the back, a safety measure if the bus should move. In leaving the bus, step down, facing the front and with the outside foot first. This again keeps your body to the front. Avoid crowding or pushing. Safety practices make you and your

companions more comfortable and more secure while traveling.

Suggestions: You can practice the form of getting on and off the bus by using the seat in school for the step and the desk for the bus.

Then practice getting on and off the bus under supervision until you have the practice well learned and do not have to think about it each time.

What other practices concerning the use of the bus are necessary where you live?

Decide together on safety measures for bus riders.

D. Being Courteous in Public Places: In going to school and coming from school, in the home and in the community, you have many opportunities to practice courtesies. It gives one a very satisfying feeling to have extended a courtesy to someone, or to know just what to do on different occasions. People know you by your courtesies. Some of your opportunities are: Having a pleasant "good morning" for those you meet; helping a friend who does not see well or hear well across a busy street; using "excuse me", "thank you", and "I beg your pardon" when opportunities arise; being friendly to the new boy or girl in school; being a good citizen on the way to school; refraining from loud talking, crowding, or pushing in public places; being helpful, not harmful in one's conversation and in one's behavior on the street; being a good sportsman wherever you are.

Suggestions: Discuss ways of behaving on different occasions in the home, at school and in the community. What are the kinds of behavior that you like to know about? What behaviors do you admire in others?

Practice all the courtesies you can during the school day; in school, on the playground, etc.

If there is a social function at the school, talk over right ways of behaving on such an occasion.

Notice people on the street who are courteous and helpful.

Suggest the courtesies you think you would like to be more careful about and then try to practice them until they are easy to do wherever you are.

When there are guests in your home you can help your parents by being very courteous and helpful to these guests.

E. *Bicycling with Safety*: There are about ten million bicycles ridden by boys and girls today. If you ride one you have certain obligations to the public, the same as one who drives a wagon, a truck, a bus or a car. When you realize this fact and take your place as a citizen who wants to use the highway with safety to himself and others, you will ride close to the right edge of the country road; and in town, close to the right curb. You will never zigzag from side to side. Like drivers of all vehicles you will obey all traffic signals and if you ride at night, you will have a light in front, and either a light or a reflector at the back. It is never safe to carry a passenger, or to hold on to a moving vehicle as you ride. If you have books place them in a carrier. You need both your hands to control your machine.

Suggestions: Make a teacher-pupil survey of your own community.

About how many people ride bicycles?

Where do they park near the school?

How do the riders observe traffic regulations?

Have there been any accidents because of bicycles?

How can you improve your practices in bicycle riding?

Make a few safety rules for bicycling in your community.

III—ARRIVING SAFELY AT SCHOOL

A. *Is the Building Open and Are the Teachers Present?* In some schools in New Mexico the children come on an early bus and have considerable time before school begins. In several places all the teachers who have early pupils are at school when the first bus arrives. This is a safe practice to follow. You can enter school, put away your lunch in a screened cabinet, and if you brought milk you can arrange to keep it cool until lunch time.

This is a good time to have morning inspection for any signs of communicable disease and for personal appear-

ance. It is a good time to prepare any part of your toilet which you forgot to take care of at home. If the teacher tells you how to do those things which you forgot to do at home, and helps you to be clean for the day, you will probably remember to come to school well-groomed the next day.

Suggestions: Talk over with the teacher the "before school" situations.

How can you help to improve them?

Is there any play equipment which you can use before school begins?

Can you make some for use at school and at home?

(See 'Indoor and Outdoor Play Activities for School, Home and Community"—State Department of Public Health.)

Can you learn how to care for the equipment which you use?

This morning time is good for improving your individual skills. Keep your own record and see how much improvement you make in a month of practice.

B. Coming to School Clean: Your skin needs several things to make it vigorous; among these are air, cleanliness, exercise and sunshine. Being clean helps you to keep well because disease germs are not usually found on clean bodies. Being clean helps people in a social way. We like to be with those who are clean. Many people bathe every day. When one is well and has given the skin the proper care it will have a healthy pink color and will be smooth and velvety. The natural pink cheeks and lips of the person in fine condition are most attractive and indicate that the owner eats the right foods, gets fresh air and sleep and has a great deal of bright red blood. Pimples on the face can usually be cured by the right food, refraining from rich food as fat meats and sweets; having sufficient rest and exercise; and keeping the skin clean. Your doctor will give you suggestions about getting rid of pimples. Young girls may think that they cannot be well-groomed without the use of cosmetics. There is not one of these preparations that will take the place of washing, and there is not one that can give as attractive coloring as does good health.

Suggestions: Plan to have a small mirror hung in one corner of the schoolroom where you can use it if you wish to.

Some New Mexico schools have an oilcloth case with many compartments hung on the wall. Each compartment has a name on it. This case is for individual combs. Most schools have a place to wash hands, and some have a place to brush shoes. These conveniences will help to keep you clean before and after some of your school activities.

Make a survey of those in your own room and plan what each one can do to improve his appearance.

This will help greatly in your school and community activities, and when you are seeking a job.

C. Putting Away the Lunches: The lunches you bring from home need to be kept in a clean place and away from the flies. Screened cabinets, made in the school, are used in many New Mexico schools for this purpose. Below these cabinets are hangers on a pole. This is where the wraps are hung in orderly fashion each day. Perhaps you have a better plan than this one, with lockers for your things. These lockers need to be kept clean and orderly. They should be long enough so that your wraps will hang straight in them. They need to be well-ventilated.

The milk which you bring from home can be set in a pan of water and covered with a cloth wrung out of cold water, the ends of which reach into the water. You may have a better way to keep the milk cool until lunch time. If milk cannot be kept cool then cocoa should be made with it, the boiling will make the milk safe.

Suggestions: Plan some way to keep the lunches you bring in a clean place protected from flies. One small school that could not make the screened cabinets took an orange crate and tacked screening around it and used this for lunches.

How do you keep the milk you bring cool until lunch time?

Plan to improve your practices regarding care of lunches as much as it is possible to do. In this way you will help yourself to keep well.

D. Enjoying Play: You may have time before school to play. Boys and girls who are well usually like to

play. This is a friendly activity and we are usually happy when we play. This time before school is a good one in which to try out individual skills with balls, bean bags, hoops, ring toss or horseshoes. You need to have a clean, level place in which to play, away from street and railroad tracks. You enjoy games with a group of boys and girls who are about your age and have about your ability and skills. On the playground is a good place to help new pupils, and to be a good sportsman at all times.

Suggestions: What do you enjoy doing before school?

Can you plan to make this time more enjoyable?

Do you have a playground committee each week to help the teachers on the play field?

IV—USING THE SCHOOL BUILDING

A. Having a Clean, Safe Place in Which to Spend the Day: This assumes that those who have the responsibility for the building will have it clean at the beginning of the school day. If you are in a one-room school, perhaps committees of the boys and girls help with the school housekeeping. Those who are responsible should know that all the doors work and that all the windows can be opened and closed. The steps leading to the building should be in good repair, with no loose boards, nails, etc., in sight. Is there a wire scraper at the door for muddy days? If there is not a scraper or a wire or rubber mat, what can you invent? One school used a gunny sack with sand on it until a better mat could be purchased. Is the building fireproof?

How do you control flies in your buildings? There are several ways that you can make use of. Screens is one way. A drawing for making a screen door can be obtained from the sanitarian in your district. Plan to have screens at doors and windows at home and at school if you can. At one school the fathers helped to make this possible.

Other ways to get rid of flies are: to keep places clean and all food covered; to use sticky flypaper, or fly traps, and to keep the flies from breeding. They lay their eggs in manure, but they also use other refuse like garbage, decayed fruits and vegetables. If each person keeps his own house and grounds clean it will help a great deal in keeping away the flies. A clean toilet is also necessary.

Flies spread disease germs by lighting on unclean things like garbage, human excreta, and other refuse, and flying away with their feet covered with germs. When these flies light on food these germs are likely to find a resting place. Disease like typhoid fever and dysentery may be carried in this way.

Suggestions: Study your own home and school situation.

What can you do or what can you help your father and mother do in order to have less flies?

If you cannot have frames for screens then mosquito netting can be tacked around the windows.

This is a very inexpensive way to keep out the flies.

Can you find places that if cleaned up would help to keep away the flies?

How do you dispose of garbage at home? At school?

Do you keep it covered? Do you burn it?

Begin now and plan ways to have less flies at school and at home.

Is your building fireproof? What precautions are there in case of fire? Do you have a fire drill regularly?

Are there places in your school building or at home where paper and other refuse have accumulated?

Can you have a "clean up" activity and make these places safer?

You can check your building by using the chart "Status of School Sanitation"—State Department of Public Health, or the district sanitarian's survey of your school. Then you can plan to improve certain conditions which need to be improved for health and safety.

B. *Entering the School Safely as a Group:* Enter the school building as you would enter your own home, or the home of a friend. You are guests of the town and the county. You are guests of the teacher. Enter without crowding or pushing, hang up your wraps and quietly take your seats.

Suggestions: Do you have to be lined up to enter your school?

Have you ever tried to enter in an informal way?

If you can take care of yourself, it is interesting to do it in this way.

C. Arranging Seats and Shades in Reference to Morning Light: Your seat in school should fit you. The teacher will help you choose a seat which is not too high or too low for you. If it is too high and you need to use it, a board or a small stool for your feet will make you comfortable. Try out the seat you have chosen. Can you sit well back in it, with feet flat on the floor and with no pressure behind the knees? Then it is probably right for you.

How about the desk? When you are sitting erect with shoulders relaxed and elbows fairly close to your sides, can you rest your palms flat on the desk and your forearms in writing position? Then you probably have a desk that is comfortable for you. Are the seats and desks screwed down? It is well to have the screws taken out, then you can move the seats and desks so that you will never face the sun. You can also move them so that there will not be a glare on your desk, your book, or the blackboard. This is important if you want to protect your eyes and prevent eye fatigue.

If the windows are on the left, or the left and back of the room, then turn the seats and desks at an angle toward the right front corner of the room. This will be better for your eyes. If, as the day goes on, individual ones of you need to turn your seat and desk at a different angle from the others to escape the glare, you can adjust your seat and desk to your needs.

It is very helpful to your eyes to tip the desk so that your book does not lie flat. If your desk is not adjustable, then you can pile books back of the book you are using, and help your eyes as well as your posture while you are working. Adjust the shades so that you seem to have sufficient light and at the same time you avoid having a glare on your book, your desk, or the blackboard. The teacher, or the boys and girls should never face the light.

If you have tables and chairs in your room, set these at an angle so that no one has to face the light. If any children have defective eyes or defective hearing, they

should sit near the front of the room where they can see as much as possible of what is on the blackboard, and can hear the oral instructions. If a child wears glasses, help him to keep from breaking them by forming the habit of putting them on when he dresses in the morning, and never taking them off until he goes to bed, then having a safe place in which to put them for the night.

Suggestions: Make a teacher-pupil survey of the seating and the lighting in your room.

How do the seats face? Can this be improved?

Do you need to cover part of your blackboard with wrapping paper to help the lighting?

Do you know how to adjust the shades to avoid glare?

What improvements can you make by teacher-pupil planning in your room?

If your school needs more light, plan with the teacher to interview the board of education; secure the help of the parents and see if your school can have more windows.

Can you have a place for study or reading at home that is comfortable and where the light comes from above or back of you?

D. Keeping the Room at the Proper Temperature:
If you have a stove in your schoolroom, it is better to keep a small fire going steadily than to have a big fire at times and then let it become a small one. Try to have a jacket around the stove. If some of the seats are too near the stove to be comfortable, you can probably do one of two things: either move some of the seats and desks farther away from the stove, or if this is not possible, then rotate the seating of the boys and girls so that the same ones do not have to sit near the stove all the time. The best temperature for good work is 68 to 70 degrees. Try to have a thermometer and learn to read it.

The ventilation is best arranged when windows are lowered from the top and raised from the bottom. This admits cool air and lets the warm air pass out at the top. Air to be invigorating needs to be cool, moist and moving. Watch the ventilation at home and at school. If the weather is extremely cold, open the windows slightly but enough to make a current of air moving in the room.

Suggestions: How many know how to read the thermometer?

Perhaps you will want to have a committee each week to look after the ventilation and temperature.

Notice the ventilation and temperature at home and see what you can do to help in this situation.

You will find that you can work much better if you have arranged the ventilation and temperature in the right way.

You may need to make window boards of beaver board, thin boards or glass to set at an angle in the windows in order to protect you from drafts.

In one school the fathers helped make these window boards.

E. *Having an Attractive Room:* Plants, interesting pictures and posters, as well as the arrangement of books and pamphlets on the library table help to make the room attractive. A bulletin board can feature whatever practice you are emphasizing this week. Have the pictures and posters tell about your work this week. Change them for next week's activities.

Suggestions: How can you help to make your room more attractive?

Cleanliness and orderliness are some of the first things to consider. You could have a housekeeping committee each week and cooperate with this committee.

Perhaps you can plant bulbs in the early spring and watch them grow and decorate the room.

Pictures which have soft colors in them are restful for the eyes and help to decorate the walls.

Perhaps you will make a frieze about one of the holidays, or about the country you are studying.

Divide up the work of room housekeeping and see how little work it really takes and how much pleasure you get out of having a pleasant, attractive place in which to spend the day.

You can enlarge your study library by sending for the free and inexpensive materials listed in this bulletin. See p. 47.

F. Having a Well-Balanced Body—Good Posture: How is your posture? A well-balanced body responds easily and naturally to the many situations in your daily activities. How you feel mentally affects your posture. If you are pleased and happy and doing well in your work, it is easier to stand up than it is when you are unhappy, discouraged and failing in your work. If you are usually well, if you have good food and strong straight bones, it is easier to have good body balance. You can gradually form the habit of good posture so that your body will respond easily without your having to think about it.

All through the day use the school equipment for good body balance. When you sit and read or study at home, try to arrange your work so that you can sit erect and comfortably. Be sure that the light comes over your shoulder, never face the light. Use the playground and the sunshine, and exercise your big muscles. This will greatly help your growing and your posture. You will find that your clothes look much better on you when you stand, sit and move about easily. You will save much energy and do more work with less fatigue if your body balance is good.

Suggestions: Look at yourself in the mirror.

Look at other boys and girls in your group.

Do you think you would look better if your posture were improved? Relax your shoulders, lift your chest slightly and easily and look again.

Check over the situations in your day and see how you can use them to improve your posture. Working at your desk, standing and walking from one class to another are some of the times when you can think of how you are using your body. After a while the muscles will be trained and you will not have to think about your movements.

Adjust your seat and desk, the lighting and the ventilation—all these will make it easier for you to practice good posture.

Check on yourselves now, and again in a month, then in two months and note the improvements.

This will encourage you to try for further improvement.

G. *Keeping in Trim*: You need to eat enough of the good nourishing foods suggested in this bulletin to supply your needs and keep you ready for work and play. If you feel tired before the day is over, perhaps you are not eating the right foods, perhaps your eyes need attention, or again, the air in the room may not be fresh. There is always a reason for tiredness.

"If you wish to do your best in sports and games you will not take alcoholic drinks of any kind. Alcohol makes the pulse faster and movement slower. It decreases the accuracy and speed of movements in which eye and hand work together. As the eye and hand work together in nearly every sport you can see what this means. There is no form of athletics or of work in which alcohol will help you to improve."¹

"Investigations show definitely that the use of tobacco lowers the efficiency of children and young people. Dr. O'Shea of the University of Wisconsin investigated the smoking habits of over 1400 high school boys in twelve cities. He had scholarship records for each boy from the fourth grade into high school, and the boys also answered a questionnaire about their habits including the age at which they began to smoke. He found that the school grades of the boys who smoked were distinctly below those of the non-smokers. This was in spite of the fact that the smokers made somewhat better scores on intelligence tests, and would have been expected to make better grades in school subjects. The smokers had made as good grades as the non-smokers before they began to smoke."²

Suggestions: Discuss keeping yourselves in trim for all the work and enjoyment in life.

Why do you go to school?

Can the school do things for you unless you are interested and cooperate?

What can each one of you do to improve your efficiency in school work? This is really up to you. Perhaps each one of you can make a plan and carry it out for a number of weeks and see if it makes any difference in your ability to accomplish what you want to in work and in athletics.

1—"New Ways for Old"—Wood, Lerrigo and Lamkin—Thomas Nelson and Sons, New York.—p. 137.

2—*ibid.*, p. 57.

In this plan keep in mind "Keeping in Trim". This may mean more sleep, less sweets, more fresh air and sunshine, refraining from use of alcohol and tobacco, prevention of colds, drinking more milk, and not drinking tea and coffee, stimulants which do to help efficiency.

Talk your plans over at school and at home. Your teacher and your parents will help you.

V—HAVING THE NECESSARY FACILITIES AND USING THEM IN THE RIGHT WAY

A. *Having Safe Water*: It is very important that you and your family have safe drinking water. All ditch water needs to be sterilized before drinking. This can be done in several ways. Boiling it at least 10 minutes makes it safe to drink. If it tastes flat after boiling, then you can aerate it by pouring it several times from one clean basin to another. There are other ways to sterilize small quantities of drinking water: by using three drops of iodine to each quart (the drop is the size obtained by using a medicine dropper); or by using two drops of Clorox for each gallon of water. Clorox can be purchased at the grocery store. Typhoid fever is still present in this state. Do your part in preventing its spread by using safe water and by not polluting any stream or watercourse with fecal matter. If you use water from a well or spring, arrange with the district sanitarian at the District Health Office to obtain a specimen and have it examined at the State Laboratory.

Suggestions: What kind of water do you use at school?

What kind do you use at home?

What can you do to make it safe to drink?

If you do not have water at school, plan to have the water brought each morning by pupils or by the teacher. This can be worked out in cooperation, all working together.

The drinking water that is left over at the end of the day can be used the next day for handwashing.

Plan how you can have safe water at home and at school.

If you are in other places in the community be sure that you are drinking safe water.

If you go on a hiking trip take safe water with you.

B. Having Individual Drinking Cups and Keeping Them Clean: If you have drinking water brought each day to school in a clean jug, it is necessary for each one to have his own drinking cup and to keep it clean. Never dip it in the pail, but have a dipper for the purpose of filling the cups, or pour the water from a tea kettle into the cups. These cups need to be cleaned often in hot soap-suds and water, or in water with a few drops of Clorox in it. The reason that the cups must be clean is that disease germs may be distributed through using a soiled cup. This is the reason why the cup should never be dipped in the pail or used by another pupil.

Suggestions: What is your arrangement now for having a drink at school?

Do you have a regular place in which to keep your cup?

Is it a clean place and free from dust?

Is your cup marked so that it will not get mixed with others?

Work out as satisfactory a system as possible in the school where you are.

Do you have your own cup at home or do you all drink out of the dipper? Can you help at home in having your own cup, and having the same arrangement for each one at home? Some families make use of glasses in which meat or cheese has been packed. Each one is marked by painting the initial of the owner on it.

This is the safe thing to do so of course you will want to plan this procedure. If cups are scarce at home, then wash out the cup which someone has used in hot soapsuds before you use it, or follow the above suggestion.

If anyone is ill in the family, be unusually careful in washing and rinsing the cups or glasses. In fact they should be boiled before they are used by other members of the family. So should the dishes and the silverware. This will be a safeguard in keeping disease from spreading in the family.

C. Using the Drinking Fountain Properly: If you have a drinking fountain at your school, and in other places in the community, protect yourself and others by

never letting your lips touch the metal of the fountain. In this way you avoid disease germs which might have been left on the fountain by a person who did not know how to use it. Let the water run a little before drinking at any fountain.

Suggestions: If you have a drinking fountain, discuss the use of it. Then ask the teacher if you can have a demonstration of how to correctly use the fountain.

If you cannot all see the demonstration, then divide into small groups and have one who has learned how guide you in the proper use of your fountain.

Make it one of your practices to see to it that you use the fountain properly.

D. Drinking Enough Water Through the Day: One reason why you need water is because the cells of the body cannot use any of the food you eat until it is put into liquid form. The blood, the lymph and the digestive juices are largely water. Water helps to regulate body temperature. You probably need at least 4 to 6 glasses of safe water each day. You can drink more and it will do no harm. If you drink water with your meals—and this is a good thing to do because it helps to start the flow of digestive juices—just remember to chew the food well and swallow it before taking a drink. That is, do not use water to rinse down the food which may not be well chewed for the body to use.

Suggestions: You may want to read about how water has been used through the ages in different countries.

You may have a water system in your community which you can visit and discuss in terms of "safe water for our community".

Do you drink a reasonable amount of water each day?

Can you improve on this practice if necessary?

Drinking enough water helps your body to take care of elimination of waste and in this way it helps you to keep well and gives your tissues the water they need.

E. Having Handwashing Equipment and Using It: In some New Mexico schools which do not have running water, the pail (set on the stove to heat), the dipper for

pouring the water over the hands, and liquid soap made from small pieces brought from home, are used. The pail can be set on a box if you do not have a washstand. A basin, or another pail can catch the waste water which in turn is thrown away. If you have trees or plants on the school grounds, pour the waste water on these.

In other schools where there is running water, a pipe is run over a trough and several holes are made in the pipe so that six or more children can wash their hands at the same time in running water. The teacher stands at one end of the trough and gives each one a few drops of liquid soap. Paper towels are given out by one of the children. After use they are placed in a basket which stands nearby. In one school which could not afford paper towels the children had brought clean towels or cloths from home. Each child had a paper sack in which he kept his towel. As it is difficult to remember to take the towels home and bring back clean ones, the paper towels seem best for several reasons.

A rack for paper towels is easily made by using a wooden box the right size and removing a piece in the bottom large enough for the towels to feed through. Fasten this box to the wall. The cost of soap, warm water and towels is small in comparison with the cost of illness which may be spread by unclean hands. A study of practices in schools shows that 45 to 50 cents for each pupil will buy enough good soap and paper towels for at least two handwashings a day, for a school year of 170 days.

Towels may be made at school from cloth furnished by the school, or brought from home. If each child makes two of these, one may be used at school and the other at home. This will encourage the use of one's own towel at home. These towels can be washed often and kept clean.

Washing hands before handling food and after visiting the toilet is a public health measure. The majority of diseases we have learned, are carried into the body through the nose and mouth. To help one keep well and protect others, hands should be clean on these occasions and often other occasions which occur through the school day.

Suggestions: Do you have handwashing at your school for everyone?

Sometimes the younger children have these opportunities and the older ones do not. From children to

teachers it is important to follow the handwashing practice.

If you cannot buy a pail, get two lard pails from the store. These are just as good as the pail that is purchased. Ten cents will buy a good dipper, or a gourd dipper can be used.

Help all you can to have handwashing for everyone at your school whether you are in first grade, in eighth grade, or high school.

Keep a record of all the improvements you make at your school.

Always wash your hands before a meal at home or at school.

F. Having Sanitary Outdoor Toilets and Using Them Properly: If you have a sanitary pit toilet, learn to use it properly—that is, keep it clean and at least every week put lime in it; keep the floor clean and use the toilet carefully. The younger children may need help in forming good toilet habits; the older ones may also need help. In some New Mexico schools the toilets are supervised when in use. In this way good habits are encouraged.

In order to have a New Mexico sanitary pit toilet, ask information of the district sanitarian as to how to proceed. This program consists of the construction and installation of sanitary privies for homes and schools in rural communities and in unsewered areas, or urban communities where the extension of sewer lines is not practical.

Suggestions: What kind of a toilet do you have at your school? What kind do you have at home?

It is so important to have as good a toilet as you can, and one which is protected from flies. Much disease may be spread if human waste is not well taken care of.

Discuss this from the standpoint of keeping well and of helping the community to keep well.

What can you do to improve the toilet practices in school or at home?

The arrangement of toilets is important. Some should have lower seats for the young pupils.

G. *Using the Indoor Toilets Properly:* Many boys and girls live where they have outdoor toilets at home and they have to learn at school how to use the indoor ones. Cleanliness, available paper, care in flushing, etc., have to be learned. It is best for only those who can be accommodated at one time to enter the toilet or lavatory together.

Suggestions: Do you have an indoor toilet at your school?

Do you understand how it works? This can be explained to you in a demonstration by the teacher. Can you improve on cleanliness habits in using the indoor toilets?

Check over your toilet habits and see if you can improve any of them.

Do you have lower seats for the young children? Perhaps the school can do something about this.

H. *Having a Retiring Room if Possible:* If you do not have a retiring room now, then this is something for teacher-pupil planning as soon as possible. A screen which can be made at the school and covered with heavy paper or unbleached muslin, can be set across the corner of the room, shutting off a portion of it. Of course a separate room is better. Here the pupil who is not well may be isolated from the others until he can be taken home. There are other pupils who have been ill and need to return slowly to their full program. Such a corner, or separate room, is useful in many situations.

Suggestions: Four thin pieces of wood nailed together with a base made of a larger and wider piece will make a framework for a screen. Heavy wrapping paper can be tacked on to this frame. Decorations can be applied by those of you who are interested in using paints and crayolas, or in pasting interesting pictures on the screen.

I. *When a Child is Ill:* The child who is really ill should be taken home as soon as possible. Any delay may cause serious complications. The child should not be allowed to go home in the bus with others. He should be taken home by a school representative who can explain to the parents the need of a doctor, and how to protect others in the family.

J. *Having Regular Rest Periods:* The retiring room is for certain situations but every school program should allow for regular rest periods for every child. The primary grades need at least two long rest periods each day with as complete relaxation as possible. Fifteen to thirty minutes are desirable. The boys and girls in other grades should have at least two rest periods of ten to fifteen minutes each. All should have outdoor play. Special arrangements should be made for the child who fatigues easily, the one who has been ill, and the nervous child. A doctor's examination and advice, with the parents present is the basis for helping the child to increase his vitality and vigor.

VI—USING THE PLAYGROUND—YOUR LONG RECESS

A. *Having the Grounds Ready to Use:* Are your play spaces well drained and ready to use? Are they free from stones, broken glass, boards with nails in them, and holes which should be filled? Many accidents occur on playgrounds which are not ready to use. The ground should be both clean and level. If there is not room enough for all of the school to play at the same time, try to plan the recess periods at different times so that there will not be crowding. The older boys and girls play separately from the younger ones for safety. Often the older boys play separately from the older girls, dependent upon the activities. Groups having nearly like motor abilities enjoy playing together. A supervised playground is usually more enjoyable and more valuable than an unsupervised one.

There are many things to be learned from play: courage, confidence, fair play, helpfulness, ability in skills, leadership and good sportsmanship. Often certain older boys and girls prepare themselves to help in the direction of certain games for the younger groups, under the guidance of a teacher. Many times schools decide to have committees for helping in the care of apparatus, equipment, etc., under the guidance of a teacher. There is much to be learned about the care of these things and their use to insure safety. Such problems as throwing balls in the direction of those on the playground, swinging too high, jumping off the teeter boards, etc., need careful handling. Older boys and girls can be very useful as assistants on the play field.

B. *Supervising the Playground:* The supervision of the playground can be worked out so that responsibility is divided and so that everyone is happy. The timid child, the aggressive one, and those with special characteristics can be studied and helped to get along with others and so help themselves toward better social practices. It is natural for boys and girls who are well to like to play. Play helps growth by stimulating the blood flow and exercising the muscles.

Suggestions: Talk over the playground possibilities at your school and do some teacher-pupil planning to make the play time more enjoyable for all.

If you do not have equipment enough for many games, make some like that described in "Indoor and Outdoor Play Activities for School, Home and Community", State Department of Public Health; or make other equipment which you know about.

Plan together for more help on the playground.

Take your share of responsibility for having a clean, level ground and plenty of good games to enjoy.

VII—LEARNING ABOUT FOODS

A. *Considering the Kinds of Food the Children in Your Community Have at Home and Can Bring to School:* This prepares the way for discussion of foods which help the body in different ways. What foods do the family buy and could the money be used to better advantage? This problem needs to have the parents' cooperation.

Suggestions: What vegetables are raised in your county?

What vegetables does your family raise?

Have a garden at home if you can.

Talk this over at school and at home.

B. *Learning What the Different Groups of Foods Do for Us:*

(1) *Milk* in a group by itself helps growth and also makes strong bones and teeth. Calcium is the mineral in milk which helps teeth and bones. You get more of this mineral in milk than in any other food. New Mexico families need to be encouraged to use more milk

and dairy products. They need to understand about safe milk. See "Getting Lunch Ready to Take to School". Growing boys and girls from the first grade through high school need a quart of milk a day, either to drink, or in foods like cocoa, soup, gravy, ice cream, etc. Cheese made of milk is rich in calcium.

(2) *Breads and cereals* are in the second group. They give us power, or energy which we all need for both work and play. They also help growth. Encourage parents and children to use more of the cereals in the daily diet. The dark or whole-wheat cereals have more food values than white ones.

(3) *Fruits and vegetables* are in the third group. They give us certain minerals and vitamins necessary for normal health and growth if we are to feel vigorous and well. Many families can the fresh vegetables which they have raised, others dry fruits to use in the winter. Encourage gardens, even small ones. Some calcium is found in beans, cabbage, carrots, turnips, oranges and dried apricots.

(4) The fourth group includes *meat, eggs, cheese and nuts*. These foods help the muscles and soft parts of the body to grow.

(5) *Butter and other fatty foods* such as cream, nut butter and bacon make the fifth group. These foods help to keep the body warm and give power for work and play.

The Vitamins: In many different foods there are substances named vitamins. These are absolutely necessary for life, for health and growth. They are named by letters:

Vitamin A is necessary for growth and for good teeth; it also helps the body to resist bacterial infection, and it strengthens eye health. The best known sources of vitamin A are milk and dairy products such as butter and eggs; green and yellow vegetables, and chili.

Vitamin B is also essential for growth and it seems to improve appetite and digestion. It is found in many plant foods, especially root and green vegetables as well as in eggs and milk. The whole grain cereals and yeast are the richest sources. This vitamin prevents the disease called beriberi.

Vitamin C is important for growth, especially of bones and teeth, and it strengthens the walls of the blood vessels. Many fruits and vegetables contain some vitamin C, but oranges, lemons, and both fresh and canned tomatoes are especially rich in it.

Vitamin D is known as the "sunshine vitamin" because sunlight falling on the skin helps the body to make its own vitamin D. When you take vitamin D in food it is in some ways a substitute for sunlight. This vitamin regulates the use of calcium and phosphorous in the body; without it bones and teeth may be poorly formed. Egg yolk, cod-liver oil, halibut and other fish oils are rich sources of vitamin D.

Vitamin G was first discovered with vitamin B. Lack of vitamin G seems to result in nervous depression, digestive disturbances and an unhealthy condition of the skin. Milk, whole grain cereals, fruits, vegetables and meat contain this vitamin.

There is no danger of taking too much of a vitamin in your food as the body protects itself against an excess of vitamins.

(6) *Water.* Everyone needs water. See "Drinking Enough Water Through the Day". p. 28.

Suggestions: Discuss the food problems in your community.

Discuss what foods you use in the homes and how some substitutes may be chosen which will give a more balanced diet.

Keep track of your foods for the day and check them against a balanced diet which might include at least one food from each of the groups.

In the upper grades it might be interesting to check the neighborhood groceries and see what they have, how it is taken care of, and any substitutes which would cost about the same but would give you a more adequate diet.

Eat sweets sparingly and at the end your meal.

If lunches are brought to school, discuss what changes could be made in these to make them more nourishing.

In the lower grades, visits to the market, the bakery, etc., and perhaps developing a grocery store unit might be helpful in learning about foods.

Check one's daily foods and compare with others which cost about the same.

Parents' help is needed of course to make any improvements in the home foods. Interest them in your problem.

C. *Choosing Food from Roadside Markets:* Having pictures of foods, learning their names and what they do for us, then visiting a roadside market and writing down the foods you would choose for the day help you to know what foods are available in your community.

Suggestions: Discover how the foods are sent in to town.

How they are kept in good condition?

How clean is the market?

How clean are the helpers (clothes and hands)?

Discuss what you have learned and how you can improve food practices. (Parents should be present when this discussion takes place.)

D. *Choosing Food from the Small Grocery Store:* There is very often a small grocery store near the school building. The boy or girl is apt to supplement the lunch brought from home by a purchase at the store. Very often such stores are not sanitary, the food is not kept clean and is often of a cheap variety.

Suggestions: Talk over the sanitary conditions in the grocery store where the boys and girls make purchases.

Investigate them and discover for yourselves if the store is sanitary, if the people handling food are clean, and if the food is clean and well taken care of.

Discuss the kinds of food available. Could there be better choices of food kept on hand for about the same amount of money?

A school committee can call upon the store owner and suggest changes which will make the supplies more acceptable to the school.

E. *Knowing One's Weight and Wanting to Grow:* Almost all boys and girls from the lower grades through the high school are interested in growing, being able to do things which they want to do, etc. Most boys and

girls are interested in keeping individual growth charts and recording their weight and height each month. If the school does not have scales there are two things to do: you can buy one for about \$4.00; if this is not possible, then perhaps there is one in a store nearby where some arrangement may be made with the storekeeper so that the children can weigh themselves (the older ones helping with the younger ones). If the scales are kept in good balance these figures can be recorded at school. Food, fresh air, sleep and play may all be brought into the discussion on growing and what helps one to grow. The older boys and girls may be interested in "What happens when you exercise", "Physical fitness", etc.

If a boy or girl (in any grade) is growing some each month, is alert and interested in work and play, has good foods to eat and shows the signs of being well, he or she is probably weighing about the correct amount for the individual according to the build of body and rate of growth. Do not try to get figures for the exact amount one should weigh because this varies with the type of boy or girl. Many a child has been told that he was underweight and has developed an inferiority complex when he was weighing about the right amount for him. If a boy or girl in any grade is well physically and is happy, it is more important to emphasize growing than exact figures.

Suggestions: Make a teacher-pupil study of your school environment and decide what changes could be made to have the schoolroom, the food, the play periods, the rest periods, etc., more conducive to growth.

It may be well to work in committees to improve certain situations. More material may be needed before the situation can be intelligently studied.

Make a chart and record the weighings. Discuss growth.

Study hours of sleep your age needs, and see what changes may be made in the home environment to get more and better sleep.

Organize the games and use the play spaces more at school and at home.

Make your own play equipment for home use. "Indoor and Outdoor Play Activities for School, Home and Community" will help you.

F. *Having a Hot Dish for Lunch:* See "Getting Lunch Ready to Take School", p. 12. How can your school have a hot dish for lunch? Consider together what could be done at your school. One first grade in New Mexico serves hot soup to go with sandwiches and fruit brought from home by the children. The committee for the day serves and also brings the vegetables to be used such as onions, potatoes, tomatoes and rice. The teacher brings the salt and butter for the soup. The teacher also brought her small camp stove on which to cook the soup until the school stove was used. The committee members wash their hands, don their aprons, prepare the vegetables and make the soup with the teacher's guidance. After they have served the lunch they wash the dishes and put them away. The water for dishes is heating while the children are eating lunch. Courtesies of the mealtime are developed during this hour for lunch. A cabinet made at the schoolhouse holds the dishes and the spoons which were purchased with the profit made from selling two gallons of ice cream in cones to the older boys and girls.

In another school the eighth grade serves a hot dish every day to go with food brought from home. The girls' cooking club and the boys' garden club lead in this activity. They raised money for a stove. The work is divided among them while at least one hot dish is planned for each noon hour. In addition to committees from these groups, there is a game committee each week that arranges table games and other quiet activity for the noon hour. The room they use is a vacant one which they call the social room. This room has tables and chairs in it which the boys have painted bright colors; they have made some of them. The upper grade groups take turns bringing games from home for the week. Money for the materials for tables was raised at a social where a small amount was charged at the door and at this time many of the parents came with the boys and girls. The fathers helped to build the tables and to find boxes and chairs which could be used for seats.

Suggestions: Talk over a teacher-pupil plan for a hot dish at noon at your school.

Use opportunities to develop certain phases of the noon hour activities.

Do you know quiet games for the noon hour?

You will enjoy the noon hour more when you have planned interesting activities for it.

G. A Daily Food Calendar:* Use this list to help you choose daily: (1) a quart of milk to drink or in other forms; (2) tissue builders; (3) good energy foods, including whole grain cereal foods; and (4) a variety of fruits and vegetables.

GROUP I		GROUP II		GROUP III
Tissue Builders		Energy Foods		Body Regulators and Protective Foods
Proteins	Carbohydrates	Fats		Minerals & Vitamins
milk—whole	bananas	bacon		leafy vegetables:
evaporated	beans	butter		beet tops, chard
powdered	bread	cheese		Brussels sprouts
beans	cake	chocolate		tubers and roots:
cereal products	candy	cocoa		cabbage, spinach
cheese	cocoa	cream		beets, parsnips
chocolate	cornstarch	dairy products		carrots, sweet
cocoa	dates	egg yolk		potatoes, onions
eggs	desserts	fats of meats		other vegetables
fish	dried fruits	fish, oily or		and fruits:
gelatin	honey	fatty		apples, melons
kidneys	jellies	lard		apricots, oranges
lean meat: beef,	milk	margarine		beans, peas
lamb, mutton,	molasses	milk, whole		berries, pears
pork, veal	parsnips	pastries		chili, pineapple
lentils	peas	peanut butter		corn, plums
liver	potatoes	poultry		eggplant, prunes
nuts	preserves	salt pork		grapefruit,
peas	rice	suet		squash, lemons
poultry	sugar	vegetables		tomatoes, lentils
	syrup	walnuts		
	tapioca			

VIII—USING THE NOON HOUR

The way you use your noon hour on any one day may have an immediate influence on your efficiency, digestion and comfort for that day. What you eat day after day, week after week, affects your health, your appearance and your activities. We have already suggested right foods for growth and efficiency. Experience has shown that when undernourished children are given the right food, their school records usually improve because the better diet helps to put them in condition to do their best work.

*From "New Ways for Old," Wood-Lerrigo-Lamkin. Thos. Nelson and Sons, New York—Used by permission of the publishers.

Suggestions: How do you plan your noon hour?

Try to have a clean, quiet place for your lunch.

Wash your hands before handling any food.

Spread your lunch out on a clean paper towel or napkin and arrange it attractively. It will taste better.

Plan to talk to each other while you eat. Eat slowly, take small mouthfuls and chew your food well. This makes it easier for the body to digest the food.

If you have a hot dish and your turn comes for serving, do this as well as you can.

Learn to accept the hot dish with a "thank you".

Do you have a game room? In some schools the boys and girls take turns bringing table games such as checkers, dominoes, ping pong, etc. All the noon group enjoys these games.

You have other quiet games suggested in your Play Bulletin.

A happy, quiet noon hour with friends helps you to accomplish more during the rest of the day.

IX—KEEPING WELL AND HELPING TO PREVENT AND TO CONTROL COMMUNICABLE DISEASE.

Keeping Well at School, at Home and in the Community: There are many practices that you can follow during the school day and in the home and community that will help to keep you well and protect yourself and others from communicable disease. Do not work for 100% attendance. It would probably be at the expense of some one who is ill and should remain at home, and it might be responsible for the spread of a classroom epidemic.

Here are some suggestions, certain ones of which have already been explained in this bulletin:

1. *To keep from having a cold:* If you avoid colds you will increase your efficiency and enjoyment in all of your school work and in outside activities. "Colds are probably caused by germs so small that they cannot be seen even under the microscope. These are called viruses.

We are exposed to such germs very frequently. Whether we 'catch cold' depends upon our own bodily resistance as well as upon the presence of the germs. . . . Regular sleep and rest, regular outdoor exercise, especially in the sunshine, a balanced diet, including plenty of milk, fruits and vegetables, and plenty of drinking water will all help one to resist colds. Air that is fresh, cool and moist is beneficial. In a room which is artificially heated, a temperature of from 65 to 70 degrees, averaging 68 degrees is considered favorable for the prevention of colds".*

It is common sense to stay away from persons who have colds, especially if they are coughing or sneezing.

2. *To report first signs of colds to parents and teachers* and to care for a cold: Stay away from other people when you have a cold. Sleep alone if it is possible. Cough and sneeze into your handkerchief. Wash your hands before you handle anything belonging to anyone else. Boil your dishes before you let anyone else use them. Do not let anyone else eat food that you have handled. These practices will help to protect others from "catching" your cold.

Ask the doctor about what to eat and whether to take medicines or laxatives. Without a doctor's advice it is unwise to take drugs which are supposed to "break up a cold".

When you have a cold, blow the nose gently to avoid forcing the infectious discharges into the sinuses, or Eustachian tubes in the ears. If you have a sore throat it is best to get a doctor's advice. This is because of the possibility that the sore throat may be due to diphtheria, scarlet fever, or some other serious disease.

The boy or girl who has a cold should not be allowed to be in school and should not go home on the bus with the other children but should be taken home as soon as possible by a reliable person who will explain to the parents how to keep others in the family from "catching" the cold.

3. *To report at school any illness in the family:* This is most important because an illness in the beginning may not be recognized by the family as serious but may be a communicable disease which could easily be spread to

*"How We Live"—Wood, Phelan, Lerrigo, Larkin, Rice., Thomas Nelson and Sons, New York—p. 129.

others, if members of the household continued to go to school.

4. *To drink only safe water and safe milk:* Water should be taken only from pure sources, or it should be filtered, boiled or treated as described under "Having Safe Water", p. 26. Milk should come from clean, healthy cows and should be pasteurized if possible as this process kills disease germs. See "Getting Lunch Ready to Take to School", p. 12.

5. *To help eliminate fly breeding places and to eliminate flies:* It is well to stay away from eating places or food stores where there are many flies because flies may carry disease germs on their feet from refuse to exposed food. See "Having a Clean Safe Place in Which to Spend the Day", p. 19.

6. *To help destroy any mosquito breeding places in the community:* Much has been done in this country to control malaria through drainage of swamps and other natural breeding places of mosquitoes, or by applying oil or Paris green on such pools or ponds as cannot be drained or filled. Another method of mosquito control is the stocking of streams and ponds with minnows which eat the mosquito larvae, or wrigglers, before they develop into full-grown mosquitoes. It is important to get rid of artificial breeding places such as open barrels, tin cans, or bottles. See "Sleeping the Night Before", p. 7.

7. *To wash any dishes used by ill persons, in hot soapsuds and then, to boil them, or dip them in water to which has been added Clorox.* Use two teaspoonfuls of Clorox to one gallon of water. Leave in the solution five minutes. This treatment disinfects the articles—that is, it destroys the disease germs.

8. *To use individual drinking cups and keep them clean.* See p. 27.

9. *To have fly-proof toilets and keep them clean.* The fly-proof toilets are sanitary ones. Your school can plan to have one. See p. 30.

10. *To use indoor and outdoor toilets in the correct way.* See p. 31.

11. *To use the drinking fountain properly.* See p. 27.

12. *To carry a clean handkerchief or a clean cloth, and cover coughs and sneezes.* When you cough or sneeze, the droplets of moisture contain bacteria. The larger droplets settle rapidly but the smaller ones evaporate before they can settle, leaving bacteria floating in the air. Some of them live for a good many hours. Unless the room is crowded with people, and badly ventilated, these droplets are not usually an important means of spreading disease but each person should take the simple precaution of covering every cough and sneeze to protect others.

13. *To cooperate with parents, doctor and nurse in being immunized against smallpox and diphtheria or other necessary practices.* To bring small brothers and sisters to school for this purpose.

"Schools and departments of health rely upon immunization as a weapon against disease. Immunization helps the body to resist infection by increasing body substances which fight against germs. Sometimes you become immune to a certain disease by having the disease. Immunization may also be secured against some diseases by injecting a specially prepared material into the tissues, usually under the skin."*

Immunization against smallpox and diphtheria is so simple, sure and safe that doctors now advise every mother to have her baby immunized against both diseases before he is a year old. Any boy or girl who has reached school age without such protection should have it at once. Smallpox vaccination and inoculation with diphtheria toxoid or toxin-antitoxin are examples of active immunization.

14. *To keep hands away from nose and mouth.* When we know that a majority of disease germs enter the body through the nose and mouth, it is a sensible thing to keep the hands away from nose and mouth except as one is eating food, cleaning teeth, or using a handkerchief. The hands should be very clean at such times.

15. *To avoid kissing the baby or anyone on the mouth.* Knowing that disease germs are easily distributed to others through personal contact, each member of the family should take special pains to protect the baby and young children by never kissing them on the mouth. It is better never to kiss anyone on the mouth.

* "New Ways for Old"—Wood, Lerrigo and Lamkin. pp. 208-209.

16. *To wash hands before handling food, after visiting the toilet and at other times after handling objects.* See p. 29.

17. *To avoid exchanging food, pencils or drinking cups with others.* It is always a safe practice to have one's own belongings and to use them and never lend them to others. Drinking cups and pencils are two of these individual belongings which if used only by the owner will help to protect him and his classmates from communicable disease. Food as we know may carry germs from soiled hands, unclean dishes, etc., so it is a sensible thing never to exchange food with another person.

18. *To help by being ready for morning inspection.* See p. 16.

19. *To know that when one is ill with symptoms such as sore throat, fever, running nose, etc., one should see a doctor, or report at once to the teacher or nurse.* You should never take patent medicines and drugs at such times because you do not know what the trouble is, and only the doctor can tell you this. He is the one to tell you what medicines will help you.

20. *To know ways to prevent tuberculosis and facts about it.* "Tuberculosis is not inherited. It is caused only by a germ known to science as the tubercle bacillus. Persons who have lung tuberculosis, especially those in the more advanced stages, cough up, sneeze and spit out tubercle bacilli, sometimes in large quantities. Children and others coming in contact with such tuberculous persons are, of course, likely to breathe in or swallow some of the germs. Dried dust containing the germs of a careless spitter may be directly inhaled and sputum may be picked up on the fingers. Kissing or fondling a child may be the means of passing the germs to him. Drinking cups, spoons, food, may have tubercle bacilli on them, unknowingly placed there by one who has tuberculosis."*

Paper handkerchiefs should be used and burned. A paper sack can be used for sputum and burned. Persons living in homes where there is tuberculosis are in unusual danger unless there is every precaution used to protect others in the family.

21. *To control exposure to venereal disease in the home.* The best precautions to take in the home are for

* "Tuberculosis from 5 to 20"—National Tuberculosis Association, N. Y.

each person to have his own towel and to use only that one; to thoroughly wash out the bowl or tub before other members of the family use it; and to keep the toilet very clean.

22. *To control the spread of impetigo, scabies and pediculosis.*

Treatment: IMPETIGO (Yellow Crusts or Sores)

Remove crusts by gently washing with warm water and soap. Then apply 10% ammoniated mercury ointment to the sores twice daily.

RINGWORM

Cleanse the spot with warm water and soap. Dry thoroughly. Then apply tincture of iodine once a day until cured.

SCABIES

First: Take a hot bath using soap, scrub the parts thoroughly. Dry body and apply sulphur ointment. Put on clean underclothes.

Second: Each night before retiring rub the body with sulphur ointment wearing the same underclothing to sleep in. Repeat this each night for three nights, then take a hot bath, using soap, and put on clean underclothes that have been boiled. Boil the underclothing, sheets, towels and washcloths that have been used by the patient.

Third: The Sulphur ointment can be made by melting a teacup of lard and then stirring one heaping teaspoonful of sulphur in it while it cools.

PEDICULOSIS

Mix equal parts of kerosene and olive oil. Wesson oil or Mazola may be used instead of olive oil. Rub this mixture into the hair and scalp thoroughly. Wrap head with cloth and leave on for eight hours or overnight. Then wash head thoroughly with soap and warm water. Dry the hair. Repeat this treatment on the next two days. **KEEP AWAY FROM FIRE OR FLAME.**

To Remove Eggs or Nits:

After completing the above treatment, on the third day, wet the hair with warm vinegar. Leave on for

half an hour. Then brush the hair vigorously with a stiff brush, separating strands of hair and brushing. Pull off with fingers all eggs that do not brush out easily.

The towels, sheets, and pillow cases used by a person with head lice should be boiled, after treatment is completed, so as to kill eggs. The inside lining of hats and caps should be ironed with a hot iron to kill eggs.

A person with head lice should never use another person's brush and comb.

In order to prevent a recurrence of lice in the hair, all persons in a family who are troubled with this condition should take the above treatment at the same time.

Suggestions: Whichever of these twenty-two problems need to be solved in your school plan to work together.

What can the pupils do to help?

What can the parents do and what can the teacher do to solve these problems?

BIBLIOGRAPHY

HEALTH EDUCATION

ALCOHOL — TOBACCO — NARCOTICS — PATENT MEDICINES

Alcohol and Motors, C. Billings, Atlantic Monthly, April, 1935.
Tests given after drinking a small amount of alcohol are compared with those given the non-drinker. Readable for high school age .

Alcohol, Its Effect on Man, Haven Emerson, M. D., D. Appleton-Century Co., 1934. One of the best background books on this subject. \$1.00.

Biological Effects of Alcohol, Los Angeles Board of Education. Gratis to Educational Institutions.

Home Remedies, E. R. Squibb and Sons. Can be used when one is learning the difference between home remedies and patent medicines. Free.

Marihuana, Assassin of Youth, H. F. Auslinger and C. R. Cooper, Readers Digest, February, 1938, pp. 3-6. Gives definite information on effects from using this drug.

Narcotics and Youth Today, R. C. Corradini, Foundation for Narcotics Research and Information, 1934. Results of studies in this field. 50 cents, Paper 25 cents.

Nostrums and Quackery, American Medical Association, 1936. Widely used books exposing patent medicines. V. I \$1.00; V. II \$2.00; V. III \$1.50.

Poisons, Potions and Profits, Peter Morell, Knight Publications, 1937. Gives analysis of, cost of and dangers of the well-known patent medicines advertised over the radio. \$2.00.

What About Alcohol? E. Bogen and W. S. Hisey, Scientific Education Publishers, 1934. \$1.50.

CLEANLINESS

After the Rain, Cleanliness Institute. A story with teaching plans for grades 3-4-5. Free.

A Health and Cleanliness Chronicle, National Education Association. An account of a five-year project in a junior high school training school. Free.

A Tale of Soap and Water, Cleanliness Institute. A story with teaching plans for grades 6-7-8-9. Free.

Cleanliness Crusade Bulletin, Proctor Gamble Company. Plans for the organization of a unit of work. Free.

Cleanliness Becomes Contagious, Grace Hallock, Hygeia, May, 1932. An article that helps boys and girls to see the values of being clean.

Cleanliness Through the Ages, Cudahy Packing Company. A record of cleanliness from the time of the ancient Egyptians to Florence Nightingale. 6 cents.

Cleanliness Training, Association of American Soap and Glycerine Producers, Inc. A digest of information published monthly. Free.

Good Housekeeping for Your School Building, Cleanliness Institute. Suggests many ways in which teachers and pupils can cooperate in good housekeeping at school. Free.

Handwashing Facilities in Schools, Metropolitan Life Insurance Company. Reports from many schools that have solved the handwashing problems. Free.

How to Teach Charm, and Let's Do The Dishes, in "Cleanliness Training", Dec., 1938, Association of Soap and Glycerine Producers. Two good articles for use by upper grades and high schools. Free.

Hygienic Handwashing in Schools, Thomas D. Wood, M. D., Journal National Education Association, May, 1934. Helpful in planning a unit on cleanliness.

The Story of Bath, Domestic Engineering Company. A history of the bath and use of water. Free.

The Story of Water and Protection of the Water Supply, East Bay Municipal District. Good material for use in social sciences.

CLOTHING

Dressing For the Weather, Chapter IX in "Many Ways of Living", Wood, Lerrigo, Lamkin, Thomas Nelson and Sons, 1936. For boys and girls. Dressing for the weather in different countries. 68 cents.

How the World is Clothed, F. G. and F. Carpenter, American Book Co., 1929. Tells where different materials come from that have been used for clothing through the ages. 90 cents.

Relation of Clothing to Health, U. S. Public Health Service, Publication No. 62. Good material for a unit of work on clothing. 5 cents.

EYES AND SIGHT

A Message to Mothers on Children's Eyesight, Angelo Patri. Other pamphlets **Why We Wear Glasses**, **Modern Aids for Your Eyes**, **How We See**, and **Eyes Right**, Better Vision Institute. Many facts about the eyes and their care that can be read by boys and girls. Single copy free.

A Program of Eye Health in a School System, Mary Emma Smith, R. N., National Society for the Prevention of Blindness. An outline for the guidance of school systems desiring a program of eye health. 10 cents.

Cosmetics Detrimental to Vision, Walter I. Lillie, M. D., National Society of the Prevention of Blindness. The increasing number of eye tragedies occurring as the result of the indiscrimi-

nate us of weight reducers, hair dyes and depilatories presents a problem to the doctor, the law and the public as well as the beautician. 5 cents.

Diet and Eye Health, Walter F. King, M. D., National Society for the Prevention of Blindness. Results of special lacks in nourishment are outlined. 5 cents.

Eyes and Athletics, National Society for the Prevention of Blindness. Defective vision is a great handicap in some games. Simple rules are suggested for the care of the eyes. 5 cents.

Eye Conditions Prevalent in the School Age, Joseph E. Golding, Bureau of Service for the Blind, State Department of Social Welfare, New York. Helpful to the teacher in discovering eye defects. Reprint free.

Eye Health of Young Children, A. M. Phelan and Grace Langdon, National Society for the Prevention of Blindness. Visual defects may be corrected and good eye habits instituted during the preschool years if parents and the nursery school teacher are alert to symptoms of eye defects. 10 cents.

Lighting the Schoolroom, Harry S. Gradle, M. D., reprint from *Hygeia*, December, 1937. One of a series of articles on illumination. \$1.50 per 100.

Sight Conservation as an Educational Problem, Richard F. French, National Society for the Prevention of Blindness. More than ever educators are using motion pictures, slides and other visual aids in carrying out their work. This trend alone necessitates an added interest in a school eye health program. 5 cents.

Sight Saving Classes Light the Way, Hazel C. McIntire, reprint from "Ohio Parent-Teacher", January, 1938. A popular discussion of sight-saving classes. 75 cents per 100.

The Cross-eyed Child, Brittain F. Payne, M. D., National Society for the Prevention of Blindness. For the proper correction of cross-eyes and the efforts of the oculist, general practitioner, parent and teacher are required to get the necessary cooperation from the child. 5 cents.

The Sight-Saving Class as a Mental Hygiene Measure, Catherine A. Flanigan, National Society for the Prevention of Blindness. Emotional adjustment as well as relief of physical strain is afforded children with seriously defective vision, in sight-saving classes. 10 cents.

Symbol E Chart, National Society for the Prevention of Blindness. Single copies on linen, 25 cents, plus 10 cents mailing charges.

FIRST AID

First Aid, The Prudential Insurance Company of America. Deals with the ordinary emergencies. Free.

First Steps to First Aid, Johnson and Johnson. Another good book from which to teach first aid measures. Free.

First Aid Reminders, National Safety Council. Recommended for

use in a unit of work on safety in upper grades and high school. Set of seven leaflets 15 cents.

First Aid Textbook, American Red Cross, P. Blakiston's Sons and Company, 1933. The official Red Cross textbook for First Aid classes. 60 cents.

What to Do in Case of an Accident, Miscellaneous Publications, Treasury Department, U. S. Public Health Service, Government Printing Office, Washington, D. C. Good supplementary material. 10 cents.

When the Unexpected Happens, John Hancock Life Insurance Company. Good supplementary material. Free.

FOOD AND LUNCHES

An Animal Feeding Experiment Showing the Effect of Deficient Diet on Growth, University of Texas.

Club Activities and Programs, Sophie Reed, American Home Economics Association. Helpful to those who are looking for suggestions for club work. 10 cents.

Cookery in Camp and On the Trail, E. A. Dench, American Nature Association to help you with your hiking trips and picnics. 10 cents.

Eating Utensils' Sanitation, J. G. Cumming and N. E. Yongue, American Journal of Public Health, March, 1936.

Enjoying a Well-Chosen Lunch, National Dairy Council. Why and how to choose a good lunch. Leaflet 12 cents. Poster 10 cents.

Feeding a Family at Low Cost, Evaporated Milk Association. How to spend the dollar and have nourishing food for the family. Free.

Feeding the Child, The Great Atlantic and Pacific Tea Company. This is especially for the young child's food. Free.

Food and Health, H. C. Sherman, The Macmillan Company, 1934. One of the best sources for sound scientific material. \$2.50.

Food for Children, Farmer's Bulletin 1674, U. S. Department of Agriculture. Food suggestions for children on different age levels. 5 cents.

Food for the Family, Lucy H. Gillett, Association for Improving Condition of the Poor. How to spend the dollar for the most nourishing food. 25 cents.

Food, The Teeth and Health, Department of Health, New York. What foods to choose in order to help the teeth to be firm. Single copy free.

Foods for Health Protection, H. C. Sherman, Journal of Home Economics, October, 1934. A good article that can be read by older boys and girls.

Getting the Most for Your Money, U. S. Department of Agriculture, Agriculture Adjustment Administration. Also **Family Food Budgets**. Each 5 cents.

Grain Through the Ages, Hallock and Wood, Quaker Oats Company. A history of grains. Suggested for a unit on cereals or grains. Free.

Home Canning of Fruits, Vegetables and Meats, U. S. Department of Agriculture, Farmers' Bulletin No. 1762. 5 cents.

How to Pasteurize Milk, U. S. Department of Agriculture, Bulletin No. 1705. An activity the children can enjoy at school. 5 cents.

Nutrition Needs of School Children, Lydia Roberts, reprint from Journal of Home Economics, American Home Economics Association. Good material and easily understood. Helpful to the teacher who is endeavoring to change food habits of children. 10 cents.

Our Cereals, Dr. Mary S. Rose and Bertlyn Bosley, Bureau of Publications, Teachers College, Columbia University, 1938. A nutrition unit for the fourth, fifth and sixth grades of the elementary schools. 35 cents.

Photographs Showing the Process of Manufacture of Various Cereals, General Foods Corporation. Free.

Planning Lunches for School Children, Evaporated Milk Association. Good to use in planning a unit on lunches. Free.

Relation of Nutrition to Optimal Health, H. C. Sherman, Journal of Health and Physical Education, Vol. IX, No. 7, Sept., 1938, pp. 406-7.

School Lunches, U. S. Department of Agriculture, Farmers' Bulletin No. 712. Good for a food unit and use of the noon hour. 5 cents.

Some Facts About Evaporated Milk and Other Dairy Products, Evaporated Milk Association. Map showing where milk is produced. Free.

The Child's Diet (Food value charts), and **The Diet and Dental Health** (Food value charts), National Livestock and Meat Board. Pictures of foods and groupings as to values. Free.

The School Lunch, Education Department, Postum Company. Gives many pertinent facts about school lunches. Free.

The Hot School Lunch, Evaporated Milk Association. A report conducted by 57 rural schools. Will help you in planning a hot lunch. Free.

The Lunch Box, Evaporated Milk Association. Preparation of adequate lunches to carry to work or to school. Free.

The Lunch Hour at School, Katherine A. Fisher, U. S. Bureau of Education, Health Education Series, No. 7. Many good suggestions. 5 cents.

The Noon Hour in Smaller Schools, L. D. Gibb, Journal of the National Education Association, December, 1937. Suggests activities including quiet play and games.

The School Lunch, L. A. Chase, Oregon State Agricultural College, Extension Service, Bulletin No. 478. Single copy free.

The Story of California Oranges and Lemons (for upper grades),
The Land of Oranges and Lemons (for younger children), Education Department, Fruit Growers Exchange. Free.

The Wheat Grain Tells You Its Story, National Biscuit Company. For use in Social Sciences or in a unit on cereals and grains. Free.

Three Meals A Day, Metropolitan Life Insurance Company. Many suggestions for meal-planning. Free.

What Shall We Eat? W. H. Eddy, Good Housekeeping, January, 1935. Helpful for all ages.

What to Eat, Prudential Insurance Company of America. Principles of nutrition applied to the diet of older persons. Free.

GROWING

Adolescence, February, 1938 **Glands and Growth**, November, 1937, **Measuring Growth**, January, 1938. Monthly bulletins for teachers, Metropolitan Life Insurance Company. Single copy free.

Classroom Growth Record, National Education Association. A chart on which to record the height and weight of the group. 3 cents.

I Am Growing Up, A. M. Phelan and Thomas D. Wood, Bureau of Publications, Teachers College, Columbia University. An individual chart with a place for the pupil's picture and his monthly weight and height. 3 cents.

The Growing Child, Herman N. Bundesen, Department of Health, Chicago. Takes up growth of child and daily habits. Single copy free.

Weighing School Children and Nutritional Status Measurement, A. Whitney and George Palmer, National Education Association. 5 cents.

HAIR AND SKIN

Care of the Hair, the Packer Manufacturing Company. Free.

Care of the Skin and Hair, Wm. A. Pusey, M. D., D. Appleton-Century Company, 1929. \$1.50. Very good and written in simple language.

HEALTHFUL LIVING

Air and Sunshine, New Mexico Tuberculosis Association. Free.

Cooperation in Family Relations, P. Popenoe, Journal of Home Economics, October, 1937. Helpful in studying the parents' problems.

Correlating Health Examinations with Health Teaching, E. E. Kleinschmidt, Hygeia, January, 1934. Using the results of health examinations.

Fresh Air in the Schoolroom and How to Secure It, Public School Publishing Company. **A School Temperature Chart**. Many suggestions for a unit of work on ventilating the schoolroom. 5 cents and 2 cents respectively.

Health Behavior, Thomas D. Wood and M. C. Lerrigo, Public School Publishing Company, 1927. Scales on different grade levels by which one can evaluate the behavior of boys and girls in terms of what one may reasonably expect at different ages. \$2.00.

Health Through Exercise, Prudential Insurance Company of America. Add years to your life through daily exercise. Free.

Healthful School Living, New Mexico Tuberculosis Association. A unit of work on school environment. Single copy free.

Heart Disease and School Life, American Heart Association. Prevalence of, and how to detect it. Free.

Periodic Health Examination, Journal of Health and Physical Education, February, 1934.

Physical Defects and Characteristics, Thurman B. Rice, M. D., Hygeia, Vol. 8, No. 9, p. 829, September, 1930.

Pointers on Health Assets, New Mexico Tuberculosis Association. Good material for checking the healthful school day. Free.

Sex Education, Thomas D. Wood, M. C. Lerrigo and T. B. Rice, Thomas Nelson & Sons, 1937. A guide for teachers and parents. 25 cents.

Signs of Health in Childhood, A. Chapin and E. A. Strecker. A good guide for the teacher in studying the individual child. Order from National Education Association. 20 cents.

Taking Your Bearings, Metropolitan Life Insurance Company. Taking an inventory of yourself. Free.

Teachers' Inventory of Health Assets, New Mexico Tuberculosis Association. A good guide in checking healthful living—a check list. Free.

The Healthy School Child, John Hancock Mutual Life Insurance Company. A guide in recognizing the healthy school child. Free.

Walking for Health, Prudential Insurance Company of America. Why, how, when and where to walk. Includes a card for mileage record. Free.

What Every Teacher Should Know About the Physical Condition of Her Pupils, J. F. Rogers, Department of Interior, Bureau of Education. A help in studying the health of the boy and girl. 5 cents.

Your Friend the Health Officer, Prudential Insurance Company of America. How to develop friendly relationships. Free.

HEARING

How to Prevent Deafness, James Kerr Love, American Society for

the Hard of Hearing. Worthwhileness of prevention. 5 cents.

Lip Reading Classes in New York City, American Society for the Hard of Hearing. Free if you send a stamped addressed envelope.

The Hard of Hearing Child, Office of Education, Department of the Interior, Government Printing Office. How to help one with this handicap. 6 cents.

MENTAL AND SOCIAL HEALTH

A Classified List of Social Hygiene Pamphlets, American Social Hygiene Association. Free.

A Community Problem in Mental Hygiene, Stanley P. Davies, New York State Department of Mental Hygiene. 5 cents.

An Understanding of the Adolescent, Norma Leitch, Public Health Nurse, Vol. 27, No. 9, p. 485.

Are You Training Your Child to be Happy? Children's Bureau. Pub. No. 202, 1934. Single copy free.

Behavior Patterns; Accepting Life; Your Emotions; Our Children; Do Children Inherit Bad Conduct? Facing Difficulties, and many others, New York State Department of Mental Hygiene. A slight charge outside of New York. Single copy free.

Being Born, Frances Bruce Strain, D. Appleton-Century Co., 1936. For parents, teachers and older boys and girls. \$1.50.

Changing the Child's Behavior, Phyllis Blanchard and Richard H. Paynter, National Committee for Mental Hygiene. Reprinted from the Journal of Applied Sociology. 15 cents.

Child Management, D. A. Thom, M. D., Children's Bureau. Pub. No. 143. 1927. Single copy free.

Dangers and Advantages of Sex Instruction for Children, Karl de Schweinitz, National Committee for Mental Hygiene. For parents and teachers. 5 cents.

Experiences of the Child—How They Affect Character and Behavior, C. Macfie Campbell, National Committee for Mental Hygiene. A help in planning experiences for the child that will be positive in effect. 15 cents.

Good Health and Good Manners, New Mexico Tuberculosis Association. A Unit of work for 3-4-5th grades. Free.

Growing Up, Karl de Schweinitz, The Macmillan Company, 1928. Can be put into the hands of older boys and girls. \$1.75.

Guiding the Adolescent, Douglas A. Thom, Children's Bureau, U. S. Dept. of Labor, 1933. Helpful to parents and teachers. Single copy free.

Mental Hygiene in the Classroom. Prepared by the Department of Child Guidance, Board of Education, Newark, New Jersey, National Committee for Mental Hygiene. Invaluable in meeting classroom problems. 15 cents.

Mental Hygiene of Speech, Frederick W. Brown, National Committee for Mental Hygiene. 5 cents.

Mental Hygiene Problems of Normal Adolescence, Jessie Taft, National Committee for Mental Hygiene. To guide parents and teachers. 15 cents.

Parents' Questions, by the staff of the Child Study Association of America, 1936. On habits and habit training; discipline and authority; healthy attitudes toward health, etc. \$2.00.

Personality Adjustment in Children, Caroline B. Zachry, Charles Scribner's Sons, 1929. A valuable guide for parents and teachers. \$1.80.

Personality Deviations and Their Relation to the Home, Sybil Foster, New York State Committee on Mental Hygiene. For parent-teacher discussions. 15 cents.

Relation of the Home to the Mental Health of the Average Child, Jessie Taft. **Some Undesirable Habits and Suggestions for Treatment**, National Committee for Mental Hygiene. For parent-teacher discussions. 15 cents each.

The Charm School, A. McKeller, Hygeia 12:348-350, April, 1938.

The Healthy Personality, T. D. Wood and M. O. Lerrigo, Public School Publishing Company. A valuable guide for teachers and others. 35 cents.

The Why of Children's Lies, Richard Feckheimer, Hygeia, Vol. 14, p. 505, June, 1936.

Treatment of the Child Through the Social Environment, E. H. Dexter, New York State Department of Mental Hygiene. 15 cents.

Understanding the Child, published quarterly by National Committee for Mental Hygiene. A magazine for teachers. 50 cents a year.

PLAY — RECREATION — PHYSICAL EDUCATION — HOBBIES — HOLIDAY PROGRAMS

Achievement Scales in Physical Education Activities for Boys and Girls in Elementary and Junior High School, N. P. Neilson and F. W. Cozens; A. S. Barnes and Company, 1934. For evaluation of your program. \$1.60.

Active Games and Contests, P. S. Mason and E. D. Mitchell; A. S. Barnes and Company, 1935. A great variety of activities for your program. \$3.00.

A Family Playroom, H. Sprackling, Parents Magazine, October, 1932. A guide to parents in planning for home play.

A Handbook of Stunts, Martin Rogers, The Macmillan Company, 1928. Describes a great variety of stunts. \$3.00.

Amusements and Personality, H. C. Link, Readers Digest, March, 1938. How Leisure time activities may affect personality.

- An Athletic Program for Elementary Schools**, Leonora Andersen, A. S. Barnes and Company, 1927. Shows how games in the lower grades prepare the child in basic skills of popular athletic games. \$1.60.
- Camp Dramatics**, Nina B. Lamkin, Samuel French, 1935. Creative recreation activities adaptable to school and home. 50 cents.
- Class Day Programs**, Nina B. Lamkin and Edna Keith Florence, Samuel French, 1937. Integration of school work in preparing a closing program. 50 cents.
- Creative Activities in Physical Education**, O. K. Horrigan, A. S. Barnes and Company. Valuable material with which to motivate the various subjects in the elementary grades. \$2.00.
- Good Times for all Times**, Nina B. Lamkin, Samuel French, 1929. Games, stunts, dances, programs and parties for all the holidays, and other days through the year. \$2.50.
- Home-made Play Apparatus, Home Play, The Home Playground and Indoor Playroom**, National Recreation Association, New York. 25 cents, 50 cents and 20 cents, respectively.
- Individual Sports**, A. S. Barnes and Company, 1938. Archery, tennis, riding, golf. 25 cents.
- Indoor and Outdoor Play Activities for School, Home and Community**, Healthful Living Series, No. 2, State Department of Public Health, New Mexico. Free.
- Leadership and Organization of Social Recreation**, Nat. Recreation Association. For leaders in school and community. 30 cents.
- Learning Through Play**, Parents Magazine, January, 1933. Educational value of play.
- Legends and Dances of Old Mexico**, Norma Schwenender and Averill Tibbels, A. S. Barnes and Company, 1934. Full descriptions and directions with authentic Mexican music. \$2.00.
- Physical Education for Elementary Schools**, N. P. Neilson and Winifred Van Hagen, A. S. Barnes and Company, 1930. Description of games, stunts, dances and athletic events. \$2.00.
- Recreation for Girls and Women**, Ethel Bowers, A. S. Barnes and Company, 1934. Valuable to those who are working with girls and women. \$3.00.
- Recreational Games and Sports**, A. S. Barnes and Company, 1938. Badminton, track and field. 25 cents.
- Sports for Recreation and How to Play Them**, University of Michigan Staff, A. S. Barnes and Company, 1936. A valuable contribution. \$2.50.
- Standards in Playground Apparatus**. Nat. Recreation Association. 10 cents.

POSTURE AND SHOES

- Feet and Shoes**, J. H. Finn, Hygeia, April, 1932. How to choose correct shoes.

- Foot Health Culture**, George E. Keith Company. With charts. Free.
- It's Smart to Have Good Posture**, Health Digest, January, 1937. Popular presentation of this subject.
- Know Your Feet**, Orthopedic Shoes, Inc. With charts. Good material for teaching right body balance. Free.
- Posture and Foot Health**, Metropolitan Life Insurance Company. Good teaching material. Free.
- Posture and Hygiene of the Feet**, P. Levin, Funk and Wagnalls, 1929. Good teaching material. 30 cents.
- Posture Pamphlets**, American Seating Company. A set free to teachers upon request.
- Properly Fitted Shoes**, R. Davies, American Journal of Nursing, November, 1930. Tells how to choose a good shoe for yourself.
- Your Foot Health**, George E. Keith Company. Good teaching material. Free.

PREVENTION OF COMMUNICABLE DISEASE

- About Tuberculosis**, Life Conservation Service, John Hancock Mutual Life Insurance Company. Very good material. Free.
- Care of the Sick in the Home**, John Hancock Mutual Life Insurance Company. Very simple and direct, useful for older girls and parents. Free.
- Control of Communicable Disease**, American Public Health Association. Gives symptoms, ways of transmission, how to control, etc. 30 cents.
- Home Care of Communicable Disease**, John Hancock Mutual Life Insurance Company. Very good. Free.
- House Fly Carrier of Disease**, L. O. Howard, American Medical Association, Emphasizes the need of eliminating flies to protect against disease.
- How Your Child Can Be Protected Against Diphtheria**, Parke, Davis and Company. Good for distribution to parents. Free.
- Infantile Paralysis**, American Public Welfare Trust, Booklet No. 7. Free.
- Malaria, Lessons on Its Cause and Prevention**, H. R. Carter. Supplement No. 18 to the Public Health Reports. Revised October, 1936. U. S. Government Printing Office. 10 cents.
- Mosquitoes**, L. C. Howard, U. S. Department of Agriculture, Farmers' Bulletin 1932. 5 cents.
- Pneumonia, Its Care and Prevention**, John Hancock Mutual Life Insurance Company. Good material. Free.
- Preventing Tuberculosis**, New Mexico Tuberculosis Association. A teaching unit for junior and senior high schools. Free.

Robert Koch, New Mexico Tuberculosis Association. A story of the discovery of the tubercle bacillus. Free.

The Common Cold, W. G. Smillie, M. D., National Health Series, Funk and Wagnalls, 1937. Valuable scientific material in simple language. 35 cents.

The Common Diseases of Children, Prudential Insurance Company. Helps parents to recognize the diseases of childhood. Free.

That Mean Cold, John Hancock Mutual Life Insurance Company. Good material, simply told. Free.

The Nature of Bacteria, Metropolitan Life Insurance Company. Information and experiments for unit in upper grades and high school. Free.

The Prevention of Typhoid, Parke, Davis and Company. Good supplementary material. Free.

Tuberculosis, Why Does It Run in the Family? Also, Tuberculosis, Your Part in Stamping it Out, and What We Should Know About Tuberculosis, New Mexico Tuberculosis Association. Free.

SAFETY

Accidents and National Health, Herbert J. Stack, Health and Physical Education, Vol. 9, No. 7, September, 1938. Recent material on safety.

Accident Prevention in the Home, Metropolitan Life Insurance Company. Good material for a safety unit of work. Free.

Highway Safety, Charles D. Vibberts, The Continental Press, 1936. Very good material. 32 cents.

Maintaining a Safe School Building, Memo No. 24, Education Division, National Safety Council. A good guide for school safety. 5 cents.

Monthly Posters and Lesson Outlines, American Auto Association; or apply to local AAA Traffic and Highway Posters and Graded Lesson Outlines. No. 1 for Kindergarten and Grades 1-2-3; No. 2 for Grades 4-5-6; No. 3 for Grades 7-8-9. Also for Rural Schools. Safety Playlets. All free.

Safe at Home, John Hancock Mutual Life Insurance Company. Helpful material for a safety unit. Free.

Safeguarding the Home Against Fire, National Board of Fire Underwriters. A fire prevention manual for schools. Free

Safety and Health for the School Child, J. F. Rogers, U. S. Department of the Interior, Office of Education, Circular No. 65, 1932. Single copy free.

Safety for Supervised Playgrounds, Education Division, National Safety Council. Deals with problems of administration, physical condition, use of apparatus and activity programs. 25 cents.

Safety in Pupil Transportation, National Education Association, Research Division, Research Bulletin, Vol. 14, No. 5, Nov., 1936. Safeguards, precautions and the school bus. 25 cents.

Fundamentals of Speech, C. H. Woolbert, Harper Brothers, 3rd Edition, 1934. Helpful in word difficulties. \$2.50.

We Drivers, Department of Public Relations, General Motors Corporation. Valuable for those who drive cars. Free.

SLEEP

Habits of Sleep and Repose, White House Conference leaflets. Series on habits III, U. S. Department of Interior. 10 cents.

How to Sleep and Rest Better, Donald A. Laird, National Health Series, Funk and Wagnalls. Directly told and scientific. 35 cents.

Refresh Yourself, New Mexico Tuberculosis Association. What we know about sleep and rest. Free.

Sleep, Metropolitan Life Insurance Company. Simply told scientific material. Free.

SPEECH

Cause and Cure of Speech Disorders, J. S. Greene and E. J. Wells, The Macmillan Company, 1927. Helpful in diagnosing speech disorders. \$1.50.

Free Speech, the Stammerer's Right, Mabel Gifford, Thompson Printing and Publishing Service, 1937. A remedial procedure for the correction of nervous speech disorders. \$2.00.

Jingle Book for Speech Correction, A. L. Wood; E. P. Dutton and Company, 1934. Helpful in improving enunciation. 90 cents.

Speech Correction Manual, J. F. Bender, Farrar and Rinehard, 1936. For use by teachers and parents. \$2.50.

THE TEACHERS' HEALTH

Concerning the Better Half of Life (Health after 40), John Hancock Mutual Life Insurance Company. Many suggestions for keeping well. Free.

Development of the Wholesome Personality, William H. Burnham, New York State Department of Mental Hygiene. 5 cents.

Fit to Teach. Ninth Yearbook Department of Classroom Teachers. National Education Association, 1938. A study of the health problems of teachers. \$1.00.

The Hard of Hearing School Teacher, Horace Newhart, M. D., American Society for the Hard of Hearing. Many suggestions on practical problems. 5 cents.

The Teachers' Health, Metropolitan Life Insurance Company. Discussion of many pertinent points. Free.

Waist Lines (Overweight), John Hancock Mutual Life Insurance Company. A very practical and sane discussion. Free.

Weight Gaining, Foreword by Dr. Leo K. Campbell, Rush Medical College, National Livestock and Meat Board, Department of Nutrition. Also **Weight Reduction with Safety and Comfort.** Single copies free.

TEACHING HEALTH EDUCATION

A Guide to the Teaching of Health in the Elementary School, Florence C. O'Neill, University of the State of New York, 1936. Helps one to find an approach to practical health problems in schools.

Handbook of Health Education, Ruth E. Grout and others, Doubleday, Doran and Company, 1936. A guide for teachers in rural schools. \$2.00.

Health Education, Report of the Joint Committee on Health Problems in Education of National Education Association and American Medical Association. National Education Association, 1930. A guide in building a health education program for schools. \$1.25.

Home and School Cooperation for the Health of School Children, Joint Committee on Health Problems in Education of National Education Association and American Medical Association, National Education Association, 1937. A guide in parent co-operation. 20 cents.

Methods and Materials of Health Education, J. F. Williams and F. B. Shaw. Thomas Nelson and Sons, 1935. A guide in ways to teach. \$2.00.

Teaching for Health, Marguerite Hussey, Ph. D., New York University Book Store, 1938. Scientifically sound material for teaching. \$2.75.

Teachable Moments, Jay Nash, Ph. D., A. S. Barnes and Company, 1938. Helps one to see the natural situations in daily living which are moments for teaching. \$1.50.

The School Health Program, Thomas D. Wood, Chairman, Report of the White House Conference on Child Health and Protection, D. Appleton-Century Company, 1932. A practical guide in program building. \$2.75.

TEETH

A Constructive Program for Dental Health, American Dental Association. For the guidance of schools and communities. 5 cents.

Cause and Prevention of Tooth Decay, The Kolynos Company. Some scientific facts about teeth. Free.

Children's Teeth—How to Use and Keep Them. Dicotious 3 cents; permanent 3 cents. American Dental Association. For teachers and parents.

Clean Teeth as an Asset (For high school students), American

Dental Association. Explains clean teeth as a health and social asset. 5 cents.

Disease Conditions of the Mouth and Their Relation to Health, American Dental Association. Briefly explains unwholesome mouth conditions. 5 cents.

Food, Teeth and Health, 10 cents; **Healthy Teeth**, 2 cents; **Vitamins and Family Health**, 5 cents; **Your Teeth**, 2 cents. Philadelphia Child Health Association. Covers many phases of the subject of teeth and their care.

BOOKS FOR YOUNGER BOYS AND GIRLS

Adventures in Living, Series, Wood, Lerrigo, Lamkin, Phelan and Rice, Thomas Nelson and Sons, 1936. **Now We are Growing**, \$.64; **Many Ways of Living**, \$.68. Stories for third and fourth years.

Around America With the Indian, M. Jagendorf and N. B. Lamkin, Samuel French, 1933. Indian stories dramatized, with songs and dances. \$1.50.

Home Life Around the World, G. A. Mirick, Houghton, Mifflin and Company, 1929. For health and social science units. \$.80.

Kitchen Fun, L. P. Bell, Harter Publishing Company. Gives simple recipes and many pictures. For a food unit. 10 cents. At Woolworths.

Safety Stories and Pictures, L. Loper, Hall and McCreary, 1928. For teaching children about safety. 16 cents.

Stop, Look, Listen, Berta and Elmer Hader, Longmans, Green and Company, 1936. For use in a safety unit. \$1.00.

Story of Milk, Philadelphia Interstate Dairy Council. For a food unit. Free.

The Book of Baby Animals, E. A. Talbot, Thomas Nelson and Sons, 1927. To learn how animals keep clean and are cared for. \$1.50.

The Dionne Quintuplets, Jean Ayer, Thomas Nelson and Sons, 1938. Good stories with 100 photographs. \$.51.

The Doctor, The Dentist and The Nurse, Metropolitan Life Insurance Company. A bulletin written for boys and girls. Free.

The Go-To-Sleep Book, Helen Earle Gilbert, Rand McNally and Company, 1936. For a unit on rest and sleep and growth. 10 cents.

The Safe Way Club, Catherine Bryce, Thomas Nelson and Sons, 1938. A vital help in the teaching of safety habits. \$.84.

The Story Book of Clothes, M. Petersham and M. Petersham, John C. Winston Company, 1933. For health and social science units. \$.60.

The Story of Milk, L. Zirbes and M. J. Wesley, Keystone View Company. Illustrated with many pictures. \$.68.

Toy Making, Funk and Wagnalls. Toys from inexpensive materials. \$1.00.

When They Were Children, A. Steedman, Thomas Nelson and Sons, 1936. Childhood of Edison and others. \$1.00.

FOR OLDER BOYS AND GIRLS

Amusements and Personality, H. C. Link, Readers Digest. March, 1938.

Adventures in Living Series, Wood, Lerrigo, Lamkin, Phelan and Rice, Thomas Nelson and Sons, 1936-1938. **Keeping Fit**, 5th year, \$.72; **Blazing the Trail**, 6th year, \$.80; **How We Live**, 7th year, \$.84; **New Ways for Old**, 8th year, \$.88. Practical health material with suggested activities.

Boys and Girls Learning About Alcohol, M. Skidmore and C. L. Brooks, Abingdon Press, 1937. \$1.00.

Boys Book of Outdoor Hobbies, A. F. Collins, D. Appleton-Century Company. \$2.00.

Calling All Drivers, Metropolitan Life Insurance Company. For those who drive cars. How to meet emergencies. Free.

Care and Feeding of Hobby Horses, E. E. Calkins, Leisure League of America, 1934. A guide for leisure time activities. 25 cents.

Discovering My Job, Anne Stoddard, ed., Thomas Nelson and Sons, 1936. Many suggestions to guide the student.

Everyday With Chemistry, H. H. Bunzell and S. Nisenson, Grosset and Dunlap, 1937. Stories of chemistry in every day life. \$1.25.

Famous American Athletes of Today, L. Atkinson, L. C. Page and Company, 1937. Enjoyed by older boys. \$2.50.

First Class Helps (First aid), Boy Scouts of America. 20 cents.

From Six to Sixteen, W. H. Eddy, Good Housekeeping, June, 1935. Food habits.

Good Teeth at All Ages, Metropolitan Life Insurance Company. Very good. Free.

Health and Achievement, E. A. Cockefair and A. M. Cockefair, Ginn and Company, 1936, Ch. III, IV, V, XXVII. How we keep well to enjoy work and play. \$1.60.

Hearing, Metropolitan Life Insurance Company. Helps one in the care of the ears. Free.

Hygiene of the Diet, Metropolitan Life Insurance Company. Bulletin for boys and girls, February, 1935. Free.

How Safe is Home? Metropolitan Life Insurance Company. Well illustrated. The wrong way changes as if by magic to the right way for safety. Free.

Health Hero Series, Metropolitan Life Insurance Company. One to each junior and senior high school student. Lives of Ed-

ward Jenner; Robert Koch; Florence Nightingale; Louis Pasteur; Walter Reed and Edward Trudeau. Free.

Junior Safety Volunteers, Metropolitan Life Insurance Company. How to organize for safety at your school. Free.

Biographical and Scientific Material in Health, Metropolitan Life Insurance Company. Helpful in science and in health work. Free.

Health Through the Ages, Metropolitan Life Insurance Company. One to each junior and senior high school student. A history of progress in healthful living. Free.

Poise and Personality, Etiquette for boys and girls, and the development of a pleasing personality. At Woolworths, 15 cents.

Teaching Nutrition to Boys and Girls, Mary Swartz Rose, Ph. D., The Macmillan Company, 1932. For use in a food unit. \$2.00.

The Boy's Book of Strength, C. W. Crampton, McGraw-Hill Book Company, 1936. For those who are interested in achievement through athletics. \$2.00.

Standard Rules for Operation of School Safety Patrols, Education Division, National Safety Council.

Standing Up to Life, Metropolitan Life Insurance Company. Material for posture work. Free.

The Book of the Microscope, G. Beavis, J. B. Lippincott and Company, 1931. For science and health work. \$2.50.

Tuberculosis From 5 to 20, New Mexico Tuberculosis Association. For use in school and with parents. Free.

Your Posture, Madame, J. Lane, John Wiley and Sons, 1934. An interesting, readable book. \$1.75.

Youth Studies Alcohol, K. M. Harkness and L. M. Fort, Benjamin H. Sanborn Company, 1936. Interesting material for high school age. \$.64.

BIBLIOGRAPHY — SOURCES FOR POSTERS AND CHARTS

Better Vision Institute. Why we See Like Human Beings. Many charts showing the development of the eye in lower animals and in humans. A book explaining the drawings and fifty folders for distribution to pupils. \$2.00.

Borden Farm Products. Vitamins in Food (chart). It's Great to be Healthy. Free.

Detroit Tuberculosis Society. Set of four posters in seven colors on: Cleanliness, Sleep, Posture and Germs. \$.80.

Evaporated Milk Association. Colored poster of mother and child. Free.

Fischer Scientific Company. 19x25 chart giving directions in case of accidents. Free.

George E. Keith Company. Foot Health Culture. Charts showing simple exercise to promote better foot health. Free.

Gorgas Memorial Institute. To Keep Sickness Away. Two posters urging annual medical examinations. Free.

Hygeia Magazine, American Medical Association. Set of posters. Free.

Kellogg Company. Four charts: Sleep, Personal Hygiene, Food, etc. Free. Good Health Rules. Free.

Leisure League of America. Recreation charts available at small cost. Send for list.

McCormack and Company. Map with numbered references to sources from which types of food come. Free.

Metropolitan Life Insurance Company. My Daily Health Exercise Chart, Series No. 7 Free. Reproductions of famous paintings which reveal health, collected into small booklets with a discussion of each. Free.

National Child Welfare Association. Posters on health topics. Send for price list.

National Dairy Council. Milk Made The Difference. Posters showing the effects of milk diet. 12c each.

National Education Association. Charts 22 x 28 described in booklet—Health Charts Report. Free.

National Safety Council. Posters 8½ x 11 on Accident Prevention. Free.

National Society for the Prevention of Blindness. 8 Posters on eyes. 5 cents each.

Orthopedic Shoes, Inc. Posters on flat feet and how to correct them. Free.

Postum Cereal Company. Set of five charts outlining processes of cereal products. Free.

New York State Department of Social Welfare, Commission for the Blind. Vision Tests. Free.

U. S. Department of Labor. Set of six charts on Posture Standards suitable for demonstration. Free.

U. S. Public Health Service. Chart in two colors 16 x 20 giving pictures for diseases borne by flies and methods of extermination. Free.

See—"Safety" in Health Education Bibliography.

ADDRESSES OF PUBLISHERS, COMMERCIAL FIRMS AND MAGAZINES

- Abingdon Press, 150 Fifth Ave., New York, N. Y.
- American Association for Health, Physical Education and Recreation (Jour. of Health and Physical Education), 311 Maynard Street, Ann Arbor, Mich.
- American Auto Association, Washington, D. C.
- American Book Company, 88 Lexington Ave., New York, and 121 2nd St., San Francisco, Cal.
- American Dental Association, 212 East Superior St., Chicago, Ill.
- American Heart Association, 50 West 50th St., New York, N. Y.
- American Home Economics Association, Mills Bldg., Washington, D. C.
- American Journal of Nursing, 50 West 50th St., New York, N. Y.
- American Medical Association, 535 N. Dearborn St., Chicago, Ill.
- American Nature Association, 1214 16th St., N. W. Washington, D. C.
- American Public Health Association, (American Journal of Public Health), 50 W. 50th St., New York, N. Y.
- American Public Welfare Trust, Babson Park, Mass.
- American Red Cross, 17th and D. Streets, N. W. Washington, D. C.
- American Seating Company, 901 Broadway, Grand Rapids, Michigan.
- American Social Hygiene Association, 50 West 50th Street, New York, N. Y.
- American Society for the Hard of Hearing, 1537 35th St., Washington, D. C.
- Appleton-Century, D; Company, 35 West 32nd St., New York, N. Y.
- Association for Improving the Condition of the Poor, 105 E. 22nd St., New York, N. Y.
- Association of Soap and Glycerine Producers, 11 West 42nd St., New York, N. Y.
- Barnes, A. S., and Company, 67 West 44th Street, New York, N. Y.
- Better Vision Institute, 30 Rockefeller Plaza, New York, N. Y.
- Blakiston's P. Sons and Co., 1012 Walnut St., Philadelphia, Pa.
- Borden Farm Products, 110 Hudson St., New York, N. Y.
- Boy Scouts of America, 2 Park Ave., New York, N. Y.
- Bureau of Publications, Teachers College, Columbia University, New York, N. Y.
- Charles Scribner's Sons, 597-99 Fifth Ave., New York, N. Y.

Children's Bureau, U. S. Department of Labor, Washington, D. C.
 Child Study Association of America, 221 West 57th St., New York,
 N. Y.
 Cleanliness Institute, 381 Fourth Ave., New York, N. Y.
 Commonwealth Fund, The, 41 E. 57th St., New York.
 Continental Press, The, Harrisburg, Pa.
 Cudahy Packing Company, 221 N. LaSalle St., Chicago, Ill.
 Department of Health, Chicago, Ill.
 Department of Health, Worth St., New York, N. Y.
 Department of Interior, Office of Education, Washington, D. C.
 Domestic Engineering Company, 1900 Prairie Ave., Chicago, Ill.
 Detroit Tuberculosis Society, 316 Jefferson Ave., E. Detroit, Mich.
 Doubleday, Doran and Company, 14 West 49th St., New York, N. Y.
 Dutton, E. P., and Company, 286-302 Fourth Ave., New York, N. Y.
 Evaporated Milk Association, 307 N. Michigan Ave., Chicago, Ill.
 Farrar and Rinehart, 232 Madison Ave., New York, N. Y.
 Fischer Scientific Co., Pittsburg, Pa.
 Foundation for Narcotics Research and Information, 150 Fifth Ave.,
 New York, N. Y.
 Fruit Growers Exchange, Sunkist Bldg., Los Angeles, Calif.
 Funk and Wagnalls, 354-360 Fourth Ave., New York, N. Y.
 General Foods Corporation, Battle Creek, Michigan.
 General Motors Corporation, Detroit, Michigan.
 Good Housekeeping, Hearst Publications, New York, N. Y.
 Gorgas Memorial Institute, 1331 G. St., N. W. Washington, D. C.
 Great Atlantic and Pacific Tea Company, The, 420 Lexington Ave.,
 New York, N. Y.
 Grosset and Dunlap, 1140 Broadway, New York, N. Y.
 Hall and McCreary, 434 South Wabash Ave., Chicago, Ill.
 Harcourt, Brace and Company, 383 Madison Ave., New York, N. Y.
 Harter Publishing Company, 2046 East 71st St., Cleveland, Ohio.
 Harper and Brothers, 49 E. 33rd St., New York, N. Y.
 Hancock, John; Mutual Insurance Company, Boston, Mass.
 Health Digest, 183 Varick St., New York, N. Y.
 Houghton Mifflin Company, 386 Fourth Ave., New York, N. Y.
 Hygeia, 535 N. Dearborn St., Chicago, Ill.

Johnson and Johnson, New Brunswick, N. J.

Keith, George C. Company, Campello, Brockton, Mass.

Kellogg Company, Battle Creek, Michigan.

Keystone View Company, Meadville, Pa.

Knight Publications, 432-38 Fourth Ave., New York, N. Y.

Kolynos Company, The, New Haven, Conn.

Lathrop, Lee Shephard Company, see Thomas Nelson and Sons.

Leisure League of America, 50 Rockefeller Plaza, New York, N. Y.

Lippincott, J. B., and Company, 227-31, S. 6th St., Philadelphia, Pa.

Longmans Green and Company, 114 Fifth Ave., New York, N. Y.

Los Angeles Board of Education, Los Angeles, Cal.

Macmillan Company, The, 66 Fifth Ave., New York, N. Y.

McCormack and Co., Light, Barre & Charles St., Baltimore, Md.

McGraw-Hill Book Company, 330 West 42nd St., New York, N. Y.

McKnight and McKnight, 109-11 N. Market St., Bloomington, Ill.

Metropolitan Life Insurance Company, 600 Stockton St., San Francisco, Cal.

National Biscuit Company, Long Island, N. Y.

National Board of Fire Underwriters, 85 John St., New York, N. Y.

National Child Welfare Association, 70 Fifth Ave., New York, N. Y.

National Committee for Mental Hygiene, 50 West 50th St., New York, N. Y.

National Dairy Council, 307 N. Michigan Ave., Chicago, Ill.

National Education Association, 1201 16th St., N. W. Washington, D. C.

National Livestock and Meat Board, 407 South Dearborn St., Chicago, Ill.

National Recreation Association, 315 Fourth Ave., New York, N. Y.

National Safety Council, 20 North Wacker Drive, Chicago, Ill.

National Society for the Prevention of Blindness, 50 West 50th St., New York, N. Y.

New Mexico Tuberculosis Association, Santa Fe, N. Mex.

New York State Department of Social Welfare, Commission for the Blind, 80 Center St., New York, N. Y.

New York State Department of Mental Hygiene, Albany, New York.

Oregon State Agricultural College, Corvallis, Ore.
 Orthopedic Shoes, Inc., Portsmouth, Ohio.
 Packer Manufacturing Company, The, 101 West 31st St., New York,
 N. Y.
 Page, L. C.; Co., 53 Beacon Street, Boston, Mass.
 Parents' Magazine, 9 East 40th St., New York, N. Y.
 Parke, Davis and Company, Detroit, Michigan.
 Philadelphia Child Health Association, 311 South Juniper Street,
 Philadelphia, Pa.
 Philadelphia Interstate Dairy Council, Philadelphia, Pa.
 Postum Company, Battle Creek, Michigan.
 Proctor and Gamble Company, Cincinnati, Ohio.
 Prudential Insurance Company of America, Newark, N. J.
 Public Health Nursing, 50 West 50 St., New York, N. Y.
 Public School Publishing Company, Bloomington, Ill.
 Quaker Oats Company, Chicago, Ill.
 Readers Digest, Pleasantville, N. Y.
 Samuel French, 25 West 45th St., New York, N. Y.
 Sanborn, Benjamin H.; 221 East 20th Street, Chicago, Ill.
 Scientific Education Publishers, 1240 South Main St., Los Angeles,
 Cal.
 Squibb, E. R. and Sons, New York, N. Y.
 Superintendent of Documents, Government Printing Office, Wash-
 ington, D. C.
 Thomas Nelson and Sons, 381 Fourth Ave., New York, N. Y.
 Thompson Printing and Publishing Company, 825 Harrison St.,
 San Francisco, Cal.
 University of Texas, Austin, Texas.
 University of the State of New York, Albany, N. Y.
 U. S. Public Health Service, Washington, D. C.
 U. S. Department of Agriculture, Washington, D. C.
 Wiley, John, and Sons, 440 Fourth Ave., New York, N. Y.
 Winston, John C. and Company, 1006-16 Arch St., Philadelphia.
 Pa.

A SAMPLING OF TEACHERS' QUESTIONS AND PROBLEMS ON WHICH THIS BULLETIN IS BASED

1. How to arouse more interest in keeping the room neat and clean?
2. I need material on cleanliness and clothing.
3. How can I recognize communicable disease?
4. How can we control the flies?
5. I need suggestions for telling the children how to prevent colds.
6. May we have some material on the teachers' health?
7. How can we find situations in social sciences where we can teach right ways of living?
8. I need a program for the socialized lunch hour.
9. We need material on foods, how to have a balanced diet on the food available etc.
10. We need material on growing, rest and fatigue and sleep.
11. How can I teach the necessity for clean hands at mealtime?
12. I have a boy who does not hear well, how can I help him in his work?
13. My home room consists of a group of girls 10 to 15 years old. I would like to help in making their home room helpful to them with their problems.
14. How can I help nervous, ill-adjusted children?
15. What can be done to secure better cooperation on the part of parents, so our health teaching will have more carry-over in the home life?
16. I need addresses of places where we can get booklets or posters on safety, water, cleanliness, play and exercise, posture, social and mental health, teeth.
17. Where will I find material on alcohol and tobacco? How can I help boys to stop smoking when they have their parents' consent?
18. How can I teach the correct use of the drinking fountain?
19. I need some material and suggestions for teaching about bathing and keeping clean.

20. How to get girls to take off coats while in the classrooms?
21. How to get children to come to school clean?
22. Material for a unit on foods.
23. How can I explain the importance of posture and growing?
24. We have several cases of acne. What teaching can I do that will help these boys and girls?
25. I would like to make a chart on the common cold and check ways to prevent the spread of colds.
26. How can I help to eliminate pediculosis in the home?
27. We have no facilities for children in the upper grades to wash their hands. What would you suggest?
28. How can I teach cleanliness in such a way that the child will acquire the habit of keeping clean whether at school or at home?
29. What sort of a project on health can a one-room school carry on which has eight grades?
30. We need material that children can read.
31. We need help on most of the problems in healthful living.
32. Where can I find visual aids related to health teaching?
33. The lighting in our school is very poor. What could I do to improve it?
34. We want suggestions for school lunches, brought from home or prepared at school.
35. We need material on what children should eat and why.
36. How can I get children to bring food from home that can be warmed at school?
37. Ways and means of reaching mothers that fatigue may be lessened and mothers may realize the importance of rest for children?
38. How to cure impetigo and scabies?
39. I need material to emphasize tuberculosis prevention, and for teaching about safe water and individual drinking cups.
40. We need material on play and exercise as well as new games and inexpensive equipment for games.
41. I would like suggestions and help in teaching children to be courteous and thoughtful of others.

42. My pupils have poor posture habits, I would like remedial measures. The seats cannot be changed.
43. We need to know how to supervise play periods.
44. Can we have material for rainy day games?
45. How can we have a fly-proof toilet?
46. How can we persuade children to retire early?
47. We need suggestions for safety on the bus, on the highway and on bicycles.
48. We need material on school sanitation. How can we have safe water?
49. How can we help with the behavior of children going and coming to school?
50. Poor sportsmanship is a problem in all grades. What would you suggest?





WERT
BOOKBINDING
MIDDLETOWN, PA.
AUGUST '74
We're Quality Bound

NATIONAL LIBRARY OF MEDICINE



NLM 04187017 1